

SIERRA EDUCATIONAL NEWS

Vol. XII

OCTOBER, 1916

No. 10

The Official Organ of the California Teachers' Association

Published Monthly by the California Council of Education

Editorial and Business Offices, Monadnock Building, San Francisco. Phone Sutter 389
ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council, Editor

Contributing Editors:

Bay Section—D. R. Jones, San Rafael
Central Section—Miss Fannie Rosendahl, Fresno
Northern Section—J. D. Sweeney, Red Bluff
Southern Section—Burt O. Kinney, Los Angeles
Maude E. Snay, Los Angeles

Advisory Editorial Board:

Dr. R. G. Boone, Chairman
S. M. Chaney, Willows
F. M. Lane, Fresno
Elizabeth Sherman, Oakland
W. L. Stephens, Long Beach

Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under
Act of Congress, March 3, 1879

Subscription, \$1.50 per Year

15 Cents a Copy

Contents

Frontispiece. Gold Medal awarded C. T. A. by P. P. I. E.	518
Editorial. Arthur Henry Chamberlain	519
The Junior College; More Money for Elementary Schools; Educating the Alien; School vs. Football; The N. E. A. and Military Training; The Chicago Situation and its Lessons; The Vacation School; Let There Be Light.	
A State Department of Visual Education. Cree T. Work	527
The Book Exchange. Arthur Gould	529
Needed Legislation Affecting the Junior College. Will C. Wood	530
Some Difficulties Which a Mathematics Teacher of Today Must Face. F. Morris	532
An Important Study of Normal Schools. James F. Chamberlain	533
Important Utterances at the N. E. A.	534
The Elective System. Thomas M. Balliet	534
Social Service. Mrs. Elizabeth E. McManus	534
Socialization of the High School. Edward Rhynerson	534
Sanitary Survey. Leon Jonas	535
Realty in Elementary Curriculum: Arts and Crafts. John M. Mills	536
Rural Life. David B. Johnson	536
Reading Clubs. W. S. Hinchman	537
Realty in Elementary Curriculum: Composition and Grammar. H. B. Wilson	538
Training Teachers. J. W. Crabtree	538
State Board of Education. P. W. Gaskill	539
The Put-It-Offs	539
Current Educational Writings	540
Committee man "Talks Back"	540
Uncle Sam, Pedagogue	541
Patent Medicine Curriculum	542
Organization and Advance	543
School all the Year Round	543
Rural School Virtues	543
Wasted Childhood	544
Better English	546
Enrollment and Apportionment. Job Wood, Jr.	547
Oral Expression—A Comprehensive Practical System. E. E. Grinnell	548
More Truth Than Poetry. James J. Montague	549
Cora E. Lamb. Maude E. Snay	550
The New Trunk Highway	551
Our Book Shelf	552
Notes and Comment	557



THE UNITED STATES OF AMERICA
PANAMA-PACIFIC INTERNATIONAL EXPOSITION
 SAN FRANCISCO, MCMXV

ARTS & SCIENCES

MANUFACTURES

TRANSPORTATION

CELEBRATING THE OPENING OF THE PANAMA CANAL
 THE INTERNATIONAL JURY OF AWARDS HAS CONFERRED A
GOLD MEDAL
 UPON

CALIFORNIA TEACHERS ASSOCIATION

EXECUTIVE COMMITTEE:
 A. H. CHARTERIS, Chairman; A. F. LUCE, EMIL MOORE, MRS. J. E. ROWELL, H. H. REED
 for a Comprehensive Exhibit Portraying School Life, Activities and Equipment in California,
 by means of Motion Pictures, Models of Photographs of School Architecture,
 Educational Publications by California Schools and California Authors.

Charles Moore
Albany, New York
Albany, New York

Alvin E. Pugh
Director of Exhibitions
San Francisco, California



1915 **PANAMA** 1915



EDUCATION

AGRICULTURE

MINING



Editorial

ARTHUR HENRY CHAMBERLAIN

The Junior College has evidently, in one form or another, come to stay; and this, whether called junior college, post graduate high school or projected high school. Commissioner Will C. Wood's contribution in this number, touching needed legislation for the junior college, deserves careful consideration.

In our development of the junior college, we must beware lest over-ambition on the part of well-meaning school people serves to carry a good idea to the extreme. The junior college is a good and necessary thing. However, because it is needed in one locality is no guarantee that its need is felt in another. There is too often a tendency on the part of superintendent, high school principal or board member, to endeavor to develop a type of school in a locality where the conditions are not right for such school. Commissioner Wood says that post graduate courses should not be established in a high school district having an assessed valuation of less than \$7,500,000. Certainly no post graduate course should be established in a district where the number of pupils is not sufficient to warrant so doing. To properly develop the junior college there must be pupils in sufficient numbers to create enthusiasm and legitimate competition in class work, and to call for several teachers and a school equipment, library and laboratory facilities of the best.

Whether each county should have a junior college or whether there should be one for each natural geographical area, regardless of county lines, need not be considered here. The point is that pupils for a junior college should be drawn from a number of high schools. This will give something of the broader atmosphere, will serve to eliminate inbreeding, will guarantee catholicism of thought and adequate financial backing.

The junior-college with a handfull of students may much better send these pupils to a school in a joint district and focus attention upon the development of four years of high school. There is danger too that once a junior college has been established to meet the needs of several adjoining communities, that again ambition may dictate that the school be divided, each district tapping off its own pupils into a junior college of its own. In our own state, many a union high school has, after several years of successful work, been well nigh wrecked by such tapping off of pupils to form a new high school. Here, with only a handfull of students, with two or three teachers, with meagre equipment and facilities, the new school is as handicapped as is now the old union high school, which was once prosperous.

The desire of every California community to be as forward-looking as her neighbor may, if care is not exercised, result in the establishment of too many junior colleges. After all, there is much work still to be done in developing satisfactory and practical courses in our best high schools.

After weighing carefully the work of the superintendents at their recent convention at Lake Tahoe, and giving full credit to all that was accomplished, we are forced to the conclusion that the one matter discussed of more importance than all others combined, was that of securing more money for the proper conduct of our elementary schools.

**More Money for
Elementary Schools**

The Committee on Resolutions presented the following:

"Whereas the present revenues are inadequate for the proper maintenance of the elementary schools, Be it Resolved that the convention recommend to the Legislative the passage of laws whose operation will provide adequate revenue for the elementary schools."

This resolution was unanimously adopted. In submitting for publication in the Sierra Educational News for September, the report of the Committee on Legislation, the Chairman, Mark Keppel, wrote regarding the report:

"It is lacking in the strongest thing the committee is to do, viz.: Get more money for the elementary schools. This lack is due to the fact that the convention acted on that question before the committee was appointed."

The Committee on Legislation means business.

Talk as we will of the importance of the elementary school and of the progress that has been made in this state in the development of elementary education, we must admit that lack of money has handicapped us from the beginning. It is not that less money is needed elsewhere. When all is said, the elementary school is the most important school of our system. To it all boys and girls must go. Here should be found the best buildings, the largest and most attractive school grounds, the most modern equipments, the best planned courses of study, the best trained teachers.

In speaking of the elementary school, we here include the rural school. It is a shame and disgrace that not only in many rural districts, but in some of our larger cities, there are boys and girls of grammar school age, daily quartered in buildings that are antiquated and unsanitary and in no way fit for children at this plastic and impressionable period of their lives.

A united front and determined effort at the next legislative session should secure for the elementary schools of this state such necessary revenues as should more adequately provide for their needs.

United States Commissioner of Education, Honorable P. P. Claxton, as the result of a conference called by him at New York during the meeting of the N. E. A. in July, appointed a committee of one hundred to consider the matter of educating the alien in English and Citizenship. This committee, composed of men and women scattered throughout the United States, began its campaign September 1st. The campaign will last for three months. One of the resolutions of the N. E. A. asks Congress for an appropriation of \$50,000 for the furtherance of this work.

**Educating
the Alien**

Of the 13,000,000 persons of foreign birth in the United States, there are, according to the census figures, 3,000,000, most of them men and women of

voting age, unable to speak and understand English. It is for this reason the attention of the newly formed division of Immigrant Education in the Bureau of Education is promoting special educational facilities for the illiterate or non-English speaking foreigner such as will teach him English and prepare him more adequately for citizenship in a democracy.

This problem is one that affects California quite seriously, as in Los Angeles, and especially San Francisco there are many aliens. Superintendent Alfred Roncovieri of the San Francisco Schools, is a member of this committee. Dr. Frederick E. Farrington, as the specialist in this work, is gathering statistics and disseminating information to the public that is of the utmost value. It is realized that proper facilities for the training of foreigners are not provided by our large cities, and it is proposed to remedy this defect. A circular issued by the Bureau of Education and entitled, "California and the Americanization Problem," is a most interesting and illuminating document.

School people in California generally should lend their hearty support to this movement and do everything possible to promote the work so ably organized and directed by the United States Bureau of Education.

As yet the public mind gives less attention to the work of the school than to the achievements of the football squad. At least, such is the case, insofar as the daily press mirrors the public mind. Or perhaps, it is the daily press that shapes the public mind. **School vs. Football** In our daily papers, and particularly in those of the cities, the most prominent place on the front page is devoted to professional football and baseball. But where on the front page may we find space given to matters pertaining to the development of education, new advances at the colleges or professional schools, discoveries in the field of elementary or secondary education, discussions on the strengths and weaknesses of our school system, or reports of or comments on the practices of our leaders in the field of educational endeavor. And this in face of the fact that more of the public money is spent on public education than upon any other branch of our social or economic system.

One example will serve to illustrate the point at issue. The schools in Los Angeles recently opened with an attendance in kindergarten, elementary, intermediate and high schools, exceeding that of any previous year. There are new and costly buildings, grounds with an acreage equal to a small sized farm, modern and expensive equipments, libraries, an army of teachers and supervising officers. Every family in the city is interested in the schools through furnishing one or more pupils, or because of the payment of taxes, or for the reason that every man and woman as a member of society, and as a citizen of the state, must be interested in a matter which is the state's chief concern. But what do we find? On one of the opening days of school in Los Angeles, a prominent daily devoted 7½ inches of space, single column, to the schools of the city. In the same issue there was no less than 8½ inches,

single column, together with an attractive headline, devoted to the football interests in the high schools. The disparity in other Los Angeles papers of the same day was equally apparent.

Serious attention was given the fact that in a certain high school the football squad would be out for practice on that or the succeeding evening. There was no word regarding the assembling of students at the school, or of the words of welcome or advice given by principal or faculty members. The return to the school of the "stars" of last season and the acquisition of new material was "played up" to the last word. One looked in vain for information regarding the number of boys and girls, who, having reached the compulsory school age, had returned to school, instead of dropping out. The new coach was heralded and his words created the wildest enthusiasm amongst the student body. The new teachers were not mentioned. That football was of more importance than science or government, seemed a foregone conclusion, if the relative space devoted to these subjects is any criterion.

Where should we look for readjustment of this situation—to the sporting editors of our newspapers; to the unattractive character of school studies; to the professionalizing of athletics, which is gaining such a hold upon the schools; to the fact that men and women generally take the school for granted and seldom invade its sacred precincts, while they block the streets for hours watching the shifting of the players on a field in a distant city, as indicated by an ingenuous mechanical device displayed prominently to the gaze?

Football has its place. Let us trust that the school studies in this year of grace, 1916, will not too seriously interfere with the work of the football squad or the base ball team.

The current magazines, both educational and "profane," are highly exercised over the resolution on military training passed at the July meeting of the N. E. A. One could well imagine on reading these reports that the members of the association deployed into two camps, the one behind breastworks, the other quartered in the trenches. Some reports have gone so far as to state that whereas last year at Oakland, the resolution on military training smattered entirely of pacifism, that after a hard fought battle this year, the educational folk were brought to their senses, and declared for a proper preparedness and military spirit.

The N. E. A. and Military Training

The resolution this year, as printed on page 466 of our September issue, was discussed to some extent. That there was any discussion whatever, was owing largely to misinterpretation of the wording of the resolution. It was in fact a reaffirmation of the resolution of 1915. That resolution "declares against the establishment of compulsory military training in the schools."

The resolution of 1916 •

"Recognizes that the community or the state may introduce such elements of military training into the schools as may seem wise and prudent, yet it believes that such training

should be strictly educational in its aim and organization, and that military ends should not be permitted to pervert the educational purposes and practices of the school."

This is practically stating in another way what was said last year. There has been no disposition on the part of sane school people to ignore the necessity for proper preparedness in this country. Endeavor has been made rather to hold the public mind to the idea that the introduction of military training, as such, into our public high schools, would not guarantee such preparedness. Any proper system of preparedness must go deeper than this. As a member of the committee having to do with the resolution referred to, we deplore the tendency of newspapers and magazines in their attempt to warp and twist the resolution to fit their own particular states of mind.

When, in June last, the Chicago Board of Education employed some 8000 teachers for the coming year, 68 teachers, principals and assistant superintendents failed of re-election. Of this number, 40 were

**The Chicago Situation
and Its Lessons**

members of the Teachers' Federation. It is claimed that as the President, Recording Secretary, Corresponding Secretary, Financial Secretary, and one or more members of the Board of Managers of the Federation were of the number not elected, that it was the aim of the Board to undermine the Federation. For a number of years past, the Board has operated under a rule providing re-appointment for any teacher who is not reported as unsatisfactory by the principal and assistant superintendent under whom such teacher works. In this case, the records show that of those who failed of re-election, all were rated good, excellent or superior.

The Board had, earlier in the year, so changed its rule that no member of the corps could be a member of a labor union. Legality of this rule is now being tested in the higher courts. Board members state that principals and superintendents are afraid to mark with a low grade, teachers belonging to the Federation, even when it is deserved. It is claimed as well that teachers may be classed as good or excellent for class room work, and at the same time be insubordinate or ill adapted from other points of view.

This situation in Chicago is only the culmination of trials, troubles and discord that have attended the teachers there for many years. There can be no doubt that the Board of Education is not acting in good faith. Teachers have a perfect moral right to belong to a union if they so elect. As stated in the School Century for September:

"School boards subject to the influence of partisan politics and local issues cannot be depended upon to grant teachers any stability of office tenure. There is no question but that teachers are within their rights and within the law when they form organizations for the promotion of the teachers' interests and the interests of the schools. Boards of education cannot prevent such organizations. It is possible for a teacher who is or is not a member of a teachers' organization to make her personal activities outside the classroom a detriment to the discipline of the school and the administration of the school system. As to whether any or all of the thirty-seven members of the Teachers' Federation who

failed of re-employment are guilty of being a detriment to the school discipline and administration, is a difficult question to decide. It is not likely that any judge would assume the right to decide such a question. The law probably leaves this matter to be decided by those responsible for the educational and business supervision of the system."

As said in these columns some months ago, the Chicago situation is difficult of analysis. Those on the ground and who know more or less of the "inside," differ as to the merits of the controversy. Says School and Home Education for September:

"In the larger cities the justice of the teachers' position has come, quite generally, to be recognized, and by a rule of the board teachers can be discharged only on conviction at a public trial of inefficiency or of unwholesome influence. That the best interests of the city schools have often suffered because of this rule cannot be denied. No one wishes to undertake to prove at a public trial the inefficiency or even the unwholesome influence of any teacher so long as it is at all possible to get along, although evident damage to education is being done."

In discussing the matter editorially, The Elementary School Journal for September, says: "Schools should be operated in such a way as to secure the highest degree of efficiency in the class room;" and further, that "School Administration should be so organized that extraordinary measures for the elimination or advancement of teachers will be unnecessary." From these two principles, the conclusion is deduced that:

"A well organized system of scientific supervision which will adhere rightly to the demand for efficiency in the class room, should be set up. Whatever gets in the way of this system ought to be ruthlessly eliminated. The acceptance of the plan of an impersonal scientific supervision by the Board of Education, would undoubtedly relieve the tension a great deal. If it adopted these principles, the Board would be in the advantageous position of standing for the merit system in its most highly developed form."

Injustice it would seem, has been done some at least of the 68 teachers not appointed. The discord and controversy has so unsettled the school situation that great harm has been done the entire system. The Board of Education has certainly gone beyond its power in declaring against the uniting of teachers in a federated body. Organization is necessary if the teachers are to secure not only tenure, but other rights properly belonging to them. Looked at from all sides and in the light of the happenings in Chicago during the two decades past, we are forced to the belief that the difficulty lies in part in the Board of Education, and in part, in the type of organization in operation among the teachers in Chicago.

The teachers should be protected. Politics should play no part either in the appointment or dismissal of teachers. Merit alone should count. The service of a teacher should be continuous, once efficiency is established, and neither immorality nor grievous neglect of duty shown to exist. The Committee on Resolutions for the N. E. A. July last, of which committee we were a member, secured unanimous agreement to the proposal that:

"The tenure of office of teachers should, after a probationary period, be permanent. Removal should be possible only for inefficiency, immorality or grievous neglect of duty. Salaries should be fixed so as to insure to teachers a standard of living in keeping with the professional demands made upon them. Retiring allowances or pensions should be provided either by state, or local action."

Teachers should organize, not unionize. They should manage their own association, not permit themselves to be managed by those who may be as

unscrupulous, self seeking, designing or politically inclined as members of the Chicago Federation claim some members of the Board of Education to be. Teachers should think and act for themselves. They must, of course, have representation, but their representatives should *represent them, not rule them*.

There are many sickly and sentimental arguments handed out these days as to why the teachers should not belong to a union, as for example, that teachers should be in the profession for the love of the work, not for any financial return attaching to it. This is all buncombe. The teacher, fully as much as the brick mason or cab driver, must protect himself and work on business as well as on professional grounds. We in California, however, are, with our fellows throughout the length and breadth of the land, learning that there are certain types of federation that do not lend themselves to initiative, to individual effort, to advance on merit, to professional ability, to training, to experience, or to adaptability for our work. We are learning that, little by little, we are gaining ground almost in direct proportion as we pool our interests and join our forces in an attempt to secure those things necessary to the entire teaching body. With the example of Chicago fresh in our minds, with our own State Legislative Session only a few weeks away, and with many educational needs of a state-wide nature pressing upon us, we have sufficient cause for serious reflection.

The article in our September issue on the Vacation School and its support, by Superintendent Rebok of Santa Monica, is deserving of more than passing consideration. The vacation school should be an intrinsic part of our school system. Tradition has dictated that the maximum school year is nine, or at the most ten months, while in many instances, owing to lack of funds, climatic conditions or industrial demands made upon the children, the term is five or six months in length.

Provision should be made for a continuous school year. It is neither necessary nor to be desired that all pupils and all teachers have vacation at the same time. Then, too, many pupils could, without injury, gain an entire year at school if opportunity were allowed for vacation work. Many, too, for one or another reason needing extra work, could qualify in the vacation school. And, above all, vacation schools in some quarters will prove the saving grace of boys and girls, who, without it, will be upon the street, or employed to the disadvantage of themselves and their fellows.

Vacation schools, night schools and Saturday classes have their place in meeting the demands of adults as well as the needs of boys and girls. Adult classes should find a place as well in our regular day schools. No corporation, firm or business, with millions of dollars invested, would think of catering to a particular class or group, if it could just as well have the patronage of additional groups or classes. And no corporation, firm or business would invest

millions in a plant or enterprise, and close the doors thereof for two or three months in the year and allow the wheels to run down and the machinery to rust. This would not be considered business policy. It is time that a business as well as a professional policy were applied to the schools.

The people finance the schools and the schools belong to the people. Vacation schools, evening schools, Saturday classes, should be financed as the best business policy dictates. The point is, *they should be financed*. Money spent on education of pupils in July and August will, no doubt, bring as full returns as money spent in November and May.

Attention is called to the article entitled School All the Year Round, appearing on page 541, of this issue. In the matter of a continuous session, Newark, N. J., has a contribution to offer. The plan of continuous session in force by the University of Chicago and the Santa Barbara Normal School may well be given serious attention.

The Bulletin of the Los Angeles City Teachers' Club is to open its pages to all who have convictions to express or ideas to voice. The new department **Let There Be Light** will thus afford opportunity for a free and frank discussion of questions, doctrines and theories relating to all phases of educational endeavor. This is a most excellent plan, for, as the Bulletin says, "There is scarcely an educational doctrine in these changing times, that is not open to challenge."

It is to be hoped that teachers will be as free to contribute their opinions in writing as they are to voice them. No one should hesitate to give honest expression to his opinions or be penalized for so doing. The difficulty will be, however, to find space for these opinions, should teachers accept the invitation to contribute. Here also lies one of the reefs upon which editorial craft are so often wrecked. It is so easy to write a wordy dissertation; so difficult to "boil it down." And the one who sends the wordy article may take it as a personal affront when his contribution is edited or cut down, forgetting that there may be dozens of other contributions on the editor's desk, many of which are at the moment more applicable to the needs of the average reader than is his own.

The Sierra Educational News welcomes this new departure of the Bulletin. We have always felt that ideas gleaned from those in the field were oft-times of more vital importance than some of the more lengthy and philosophic utterances given place in the magazines. Moreover, we welcome this frank interchange of ideas in our own columns. The Bulletin has, since its beginning, stood for what it believed to be the best interests of all the teachers, and that alone is warrant for its continued success.

A STATE DEPARTMENT OF VISUAL EDUCATION

BY CREE T. WORK

SUPERVISING PRINCIPAL, UNION POLYTECHNIC HIGH SCHOOL, VENICE, CAL.

THE nature of our public school work, and our experience and observation in this field, have made clear to us all in a broad way the value of pictures as supplementary to all other means of instruction, and I need not take time to argue for that which is patent to all. The great value and tremendous possibilities of visual instruction are testified to by the psychologists who are constantly reminding us of the fact that 90% of the people are visual-minded and that 80% of the sense knowledge (information) needed in laying sound foundations for thinking is acquired through the sense of sight. In practical pedagogy increasing recognition is being given to the importance of these facts through the more general introduction of, and the gradual improvement that is being made in, apparatus, charts, textbook illustrations, schoolroom decorations, field and industrial excursions, and other visual aids to instruction. However, it has remained for us to discover in the last decade the fact that the possibilities in the line of visual instruction have not all been utilized and have not been fully developed.

We are coming to realize that the public picture theater is among the most powerful influences now at work in the minds and lives of our people, older and younger. There are in the State of California approximately 650 picture theaters with an average daily attendance of about 500 people per theater. This means that the daily admissions to the picture theaters of California are more than 300,000 people.

As an indication of the extent of the business of producing pictures it is interesting to know that one community alone, namely, Los Angeles and vicinity, has within its bounds thirty-five or more picture producing firms, each supporting one or more studios, and has payrolls of employees in this business amounting to hundreds of thousands of dollars per week. It is also well to recognize the fact that in equipment and talent no profession or business has advanced more rapidly than has this great movement for visual entertainment and instruction.

There will be no difficulty in securing the cooperation of producers in providing the highest class of pictures for educational work as soon as it is known that the schools are in earnest and are organized for business along this line. Districts, counties, and states may cooperate together, and under proper legal provision and direction may organize and carry on a department of education which will secure for the children the best that has been produced, and keep from them by a process of elimination much that is harmful. The film producers have equipment, experience, and good sense that will enable them to serve the schools well if we will add to this that practical pedagogical sense which teachers are supposed to possess. By securing the cooperation of those who are interested in this great work, either commercially or educationally, we will be doing well.

Various institutions and organizations in our own state and other states have attempted to establish bureaus or departments for the handling of films and

lantern slides. About three years ago the Visual Education Association of California was organized for the purpose of promoting the larger use of pictures in the schools. One of the results of the efforts of this organization is that the Board of Supervisors of Los Angeles county last year established a department of visual education under the direction of the County Superintendent's office, the director of the department being an Assistant Superintendent of Schools. Through the efforts of the Visual Education Association, a measure was prepared and introduced at the last session of the State Legislature, proposing to establish a state department of visual education under the direction of the State Board. The bill was carefully prepared, and various measures then pending actually amended to corrolate with it so as not only to make the department effectual but also to open the way for the establishment of county branches so far as this might be deemed necessary in giving all sections of the state the advantage of the work that the state might do. The measure met with the hearty approval of the State Board of Education and committees of the State Legislature, and was recommended by the Joint Committee on Education without a dissenting vote. It passed the Legislature by a hearty vote, but the Governor, feeling the financial stringency of the times, deemed it best not to sign the bill which called for an appropriation of \$10,000 to start and support the department for two years.

The bill as passed authorized the State Board of Education to employ experts and to conduct a complete department of visual education. At the same time a

bill pertaining to the duties of the State Board was so amended as to give them ample authority to carry out the provisions of the visual education bill. Bills then pending pertaining to county government were also so amended as to directly authorize County Boards of Supervisors to appropriate money for establishing and carrying on departments of visual education in their several counties, either as a feature of the free country library or through such other agencies as the supervisors might select.

It seems to me that the next step should be that of again presenting this subject to our State Legislature with the request and recommendation that the necessary legislation be enacted to establish a visual education department under the direction or supervision of the State Board of Education, which department should be authorized and empowered to survey the school system with a view to learning the needs of the various subjects, grades and classes of schools in the field of visual instruction, to investigate the supply at present offered to meet these needs, and to devise and carry out a system of selection, revision, arrangement, classification, rental, purchase, production and exchange such as will bring within the reach of the schools of California the best and most valuable of that which at present exists, or which may be obtained or produced, in the way of stereopticon slides, stereoscopic views, moving picture films, and the equipment needed for presenting the same, together with such other means and equipment as may be deemed valuable in demonstrating or otherwise presenting to the visual sense information and ideas belonging to the public school curriculum.

THE BOOK EXCHANGE

ARTHUR GOULD

PRINCIPAL HIGH SCHOOL, SAN DIEGO

THE book exchange has come as a natural evolution to meet needs which have been gradually increasing from year to year. Some eight years ago two girls undertook to take charge of found articles using for this purpose a small bookcase in a corner of the corridor. It became evident after a while that most of the found articles were books, and it was found at the end of the year that many of these were never claimed. The question of disposing of the books left over from year to year naturally arose. Some were loaned to needy students and the rest were sold, the money being put into the general fund of the Associated Student Body.

When it was found that there was a fairly regular demand for second hand books it was suggested that students who wished to dispose of their second hand books might leave them there to be disposed of upon demand. It was not long before this business became so extensive at the beginning of each semester that those in charge had to subdivide the books according to departments and dispose of some of them in other places on account of the crowd.

During this time for several reasons it was felt that a properly organized book store that would also handle new books would be a great boon to the school, not only the students but also the teachers. It frequently happened that books were sold for more than the mailing price which was then the standard all over the coast. Great difficulty was experienced at times in securing books, especially where the orders were small, since it was

not worth while for the dealers who generally subdivided the orders to send each for his own portion of the order, nor could one dealer afford to send for all that were needed since it was hardly probable that everyone who needed the book would come to his store, and he would therefore have a part of his order left upon his hands for a period of six months or a year. In addition to this the convenience of having books immediately at hand is of course very great.

The result was that permission was finally gained, in the spring of 1914, from the Board of Education to put in a store of new books for all classes. A few supplies were also stocked in cases where uniformity of material was especially to be desired and difficult to secure. This was the case in the matter of mechanical drawing paper and pencils. Hardly any two stores carry the same line of either of these articles, and students would come to class with half a dozen different kinds of paper and pencils of all makes.

During the first two years second hand books were handled upon a straight commission of ten per cent. All books that were brought were taken and were sold at the price demanded by the owner if a buyer appeared. New books were sold at ten per cent above invoice.

The general management of the exchange is in the hands of a faculty committee consisting of the head of the commercial department, the principal and one other. A student manager is appointed yearly by the executive committee of the school, upon recommendation of the head of the

commercial department. He receives five dollars a month for his services. The only others who are paid at all are four or five assistants who receive during the busy season at the beginning of each sem-

ester ten cents per period of forty minutes for their time. Many others are glad to assist at such times as they are called upon for the experience that they gain from it.

NEEDED LEGISLATION AFFECTING THE JUNIOR COLLEGE

SYNOPSIS OF AN ADDRESS BY WILL C. WOOD

COMMISSIONER OF SECONDARY SCHOOLS

IN discussing needed legislation affecting the "junior college," we are fortunate in having several years of experience in various California communities to draw upon. The law under which our "junior colleges," or, to use the legal phrase, post-graduate high school courses, have been established in California, was approved in 1907. This law, which is rather vague and indefinite, is the law under which our "junior colleges" are now working. It authorizes high school boards to establish post-graduate courses of study, approximating the first two years of college work. It provides that graduates of the high school maintaining post-graduate work, and graduates of other high schools, may be admitted to such post-graduate courses. It also authorizes the high school board to charge tuition for pupils living without the district and attending such courses.

MORE ADEQUATE PROVISION FOR MAINTENANCE

It will be observed that no specific provision for maintenance was made in the law. Practically all districts which have established post-graduate courses have raised the expense of maintenance by district taxation. In 1915, the Attorney-General gave the opinion that students enrolled in such courses could not be counted in making apportionments of the

state high school fund. There seems to be some doubt, also, as to the legality of counting post-graduate students in estimating the amount of county high school fund required.

The time has arrived, I believe, when the post-graduate course should be put upon a more satisfactory financial basis. A more comprehensive law concerning the organization of post-graduate courses should be placed upon the statute books, and provision should be made therein that the average daily attendance of students enrolled in such courses shall be counted in estimating the amount of state and county high school fund required. Apportionments should be made on account of attendance in post-graduate courses, in the same manner as apportionments are made on account of attendance in the regular high school courses. If such provisions are made, the clause relating to tuition may be eliminated, since the amount per pupil received from state and county will cover a large share of the cost of instruction in the ordinary post-graduate courses. At any rate, provision should be made that all students residing in a county in which a "junior college" is maintained shall be admitted without tuition charge.

LIMITATION ON ORGANIZATION

In making provision for state and county contributions to the support of

post-graduate or "junior college" courses, we should guard against the organization of these courses in districts which cannot adequately support them. The first educational duty of a community is to provide adequately for its elementary schools. Its next duty is to provide adequately for its high school. Until the elementary and high schools are adequately provided for, a post-graduate course should not be established. The establishment of weak post-graduate courses will hinder the development of the junior college very greatly. I believe that a post-graduate course should not be established in a high school district having an assessed valuation of less than \$7,500,000, and that legislation fixing this amount as a minimum of assessed valuation should be adopted. No post-graduate course should be established until at least twenty qualified students petition therefor. It would also be well to provide that whenever the average daily attendance in post-graduate courses for any school year falls below fifteen, the post-graduate course shall lapse, and shall not be re-established until at least twenty post-graduate students petition for such re-establishment.

COURSE OF STUDY

Under the law, the courses of study in post-graduate courses must approximate those offered in the first two years at the university. This limitation should be removed so that the "junior college" may become a self-directing institution, free to adapt itself to community needs. There is need in various communities in this state for post-graduate courses of a vocational nature, and courses designed to fit students for civic occupations. The "junior college" may, in certain communities, offer courses in higher commer-

cial law and accounting. In other communities, there is need for courses in practical civil engineering, including plane surveying; practical structural engineering, including strength of materials, hydraulics and bridge design; practical mechanical engineering; advanced courses in agriculture; and practical electrical engineering. The law should be so drafted that courses other than those approximating the first two years at the university may be offered.

ADMISSION TO POST-GRADUATE COURSES

It is impossible under the present law to admit to post-graduate courses any student other than a high school graduate. The universities have found it advisable to admit to college work special students who have not fulfilled all the requirements for admission. There is danger, of course, in throwing the door of the "junior college" wide open, but this is not necessary. I believe the law may safely provide that candidates for admission, who are at least twenty-one years of age and who shall satisfy the principal and county superintendent of schools that they possess requisite ability and preparation, may be admitted to the post-graduate course.

GRADUATION FOR POST-GRADUATE COURSES

If the "junior college" is to attain full recognition as an educational institution it is desirable that the requirements for graduation be standardized. A diploma from any California "junior college" should represent a minimum of higher educational work. It is inadvisable, I believe, to embody requirements for graduation in the law, but provision may be made for the establishment of minimum requirements for graduation by the State Board of Education.

SOME OF THE DIFFICULTIES WHICH A MATHEMATICS TEACHER OF TODAY MUST FACE

BY FRANK MORRIS, GLENDALE

MATHEMATICS has been divided into two branches, academic mathematics and applied mathematics. The former has for its main purpose the development in the student of the power of reason. It may have practical applications but these are of secondary importance. The latter uses mathematics as a means to an end. The process of reasoning is not complete within itself but must be followed by some practical application.

The introduction of industrial and vocational courses made necessary the teaching of a certain amount of applied mathematics. Only a few narrow-minded people believe that academic mathematics will go the road Latin is going. A problem which every teacher of mathematics must meet and solve is to determine the amount and nature of the mathematics to be taught.

The demand for applied mathematics is due to the demand for so-called practical courses. These courses appeal to the student more than do the courses in academic mathematics for two reasons. The first reason is that the student is able to see direct returns from the industrial and vocational courses, while the value of academic mathematics is obscure. Perhaps if there were some way of estimating the results it would be found that the knowledge of mathematics increases the students' earning capacity throughout life more than the knowledge of the so-called practical courses. Of the number of boys who are taught to use the lathe in the high school, the percentage of those who use it in their life work is probably far below the percentage of algebra students who go to col-

lege. Skill in using tools is of less importance than skill in thinking. The second reason is that many courses are offering attractions which can not be introduced into the recitation course which stands for hard study. In those courses the boy has considerable freedom to do the thing which appeals to him. He occasionally goes on an excursion which frees him from the regular work in all classes. These outings not only make the student blase to the ordinary class work but they break the continuity of study in other courses.

Another difficulty that confronts every mathematics teacher is that the students enter the courses unprepared. This is especially true of the algebra students in the first year of high school. The grade teachers are required to teach so many things that arithmetic is neglected. Few students who enter high school can perform accurately the simple operations of fractions, and almost as few can after they have been in the high school four years. There seems to be a need for a good, strong course in arithmetic. It would do much to solve the question of applied mathematics in the high school, for here the chief difficulty is in the lack of arithmetic.

If the teacher of mathematics teaches thoroughly the fundamental principles of arithmetic and algebra, the logical development of each theorem and the subject as a whole in geometry, and as a result the power to reason clearly and accurately from the known to the unknown truth, he has developed within the student the ability to think rationally about any life problem. His work is practical.

AN IMPORTANT STUDY OF NORMAL SCHOOLS

JAMES F. CHAMBERLAIN

STATE NORMAL SCHOOL, LOS ANGELES

IN larger measure than ever before the normal school is engaging the attention of thoughtful men and women in every field of educational endeavor. The demand for professionally trained teachers is constantly increasing, and the normal school plays a very important part in the preparation of teachers. Educators are beginning to realize that if the elementary school is to perform its true function in unfolding individual character and in developing national life, normal school students must be given a more comprehensive grasp of the subjects which they will be called upon to teach.

An evidence of the increased attention being devoted to the normal school in California is the recent study-tour made by President Jesse F. Millspaugh of the Los Angeles State Normal School. President Millspaugh was commissioned by the trustees of this institution and by the State Board of Control to visit and study normal schools and other institutions of higher professional education through the middle and eastern states. This study was authorized, undertaken and performed, not merely in the interest of the Los Angeles Normal School, but that of the other California normal schools as well, and President Millspaugh was invited to place the results of his study before the faculties of these schools.

Among the institutions visited are the following: State Teachers College, Cedar Falls, Iowa; State Normal School, Kirksville, Missouri; University of Missouri; State Normal School, Oshkosh, Wisconsin; University of Wisconsin;

State Normal School, Kalamazoo, Michigan; University of Michigan; Illinois Normal University, Normal, Illinois; Chicago; University and School of Education, Chicago; Columbia University and Teachers College, New York City.

That the normal school has a great and a definite mission, and that normal school faculties are animated by this thought and are working zealously and effectively for its accomplishment, President Millspaugh is convinced anew. There is a tendency to lengthen the normal school course from two to three and eventually to four years beyond the work of the high school. This is already a reality in a few normal schools and students upon the completion of a four year course are granted degrees in education.

Another point brought home to President Millspaugh is the urgent need of more specific and thorough work in the normal school looking toward preparing many of its graduates to teach in rural communities. Generally speaking the normal school ignores the special needs of the children in the country districts. A notable exception is the State Teachers College at Cedar Falls, Iowa, where work along this line is highly developed.

The results of President Millspaugh's study should not be confined to those who are engaged in normal school work. His findings and suggestions would be of interest and value to all who are engaged in the work of education. They should be published in the form of a State Bulletin and thus made available to every California teacher.

IMPORTANT UTTERANCES AT THE N. E. A.

The Elective System

THOMAS M. BALLIET

DEAN, SCHOOL OF PEDAGOGY, NEW YORK
UNIVERSITY

The elective system has been administered in high schools and colleges without a clear-cut guiding principle. Can such a principle be found which will determine at the same time its function and its limits.

All men must acquire a knowledge of the branches which are fundamental in life and in all further education. This includes the elementary school course. There can be no election of studies there for normal minds.

All men should be specifically trained for their life work. This is vocational education. The student may elect his vocation, but not his studies. It is the duty of the school to prescribe his studies.

All men must be educated to perform their duties as citizens. Here the student has no liberty of election. He must be a citizen, and the school prescribes his studies. The study of the Constitution of the United States is a waste of time. Most of our political problems rest on a sociological and economic basis. Hence, all high school pupils should be required to study economics and sociology as a fit basis for citizenship. Yet these subjects are always elective and, in fact, are rarely taught in high schools. All high school pupils should be required to study the problems of public health, and other city problems, and all should be required to take a course in ethics.

In the fourth place, all men should be educated for leisure. Here absolute freedom of election must be granted. Men will not pursue in leisure hours what

they have no taste for. Much of literature and art comes under this head.

Social Service

MRS. ELIZABETH E. MCMANUS

LOS ANGELES, CAL.

Diversification is leading to such phases of work as the ungraded room, parental school classes and other special classes for the adjustment of educational work to society; the open school yard, 365 days a year in cities, under supervision; the open school house for socialized night schools and vacation schools, all of these to care for the unemployed afternoon, evening and summer time of children and young people; civic or social centers in school houses that the adults may go on as far in life as they please with school education; afternoon classes for foreign women who cannot attend the evening school, for learning English, cooking, sewing, general adjustment to society; the Home Educator, provided for by the California law which permits a teacher to spend all of her time in the homes of a district adding some strength to whatever strength is already there towards better social conditions; the school clinic where dental, ear, eye, and throat and general medical attention is given to children whose parents are too poor to pay for such service.

Socialization of the High School

EDWARD RYNearson

PRINCIPAL FIFTH AVENUE HIGH SCHOOL,
PITTSBURG, PA.

While the social life of the scholar may not be concerned primarily with evening parties in the school building or elsewhere, yet they will not be ignored by

those teachers and principals who appreciate the tremendous dynamic force of the social impulses of the high school boy and girl. Neglected, the social life may ruin body and soul; controlled and guided, its possibilities for the good of the individual and the community are immeasurable. This means that the social life is only a part of the school and that it must never detract from the serious business of study.

The hours outside of school, and the leisure of men and women demand more than passing notice. These hours make more loafers and criminals than do hours of labor. Shall the hours of leisure promote enlightenment, culture, and progress, or promote degeneracy, depravity, and decay? The one encourages the beautiful in music, art, and literature; the other seeks satisfaction in prize fights and the awful common vices. The cultural subjects become utilitarian for leisure hours.

Sanitary Survey

LEON JONAS
SCHOOL MEDICAL INSPECTOR
PHILADELPHIA

There was made sanitary survey of the 300 school buildings of Philadelphia with the use of graded standards. The grade of accommodations existing in the case of the important items of ventilation, desk space, drinking water accommodations is determined by standard figures as a routine procedure. This makes for good judgment and uniform judgment throughout the entire survey.

The entire school plant taken as a unit possesses a grade of 82.6 out of a maximum of 100. This is equivalent to the grade "good" (which includes averages between 80 and 90). The grade for the

preceding year (1914) was 80.6. The improvement was effected by the construction of new buildings, the renovation of old ones (particularly the enlargement of window space and the abandonment of a few old small buildings.)

The sanitary item destined to offer the most difficulty is the size of the school yard. School sites should be large and bear definite relation to the size of the expected school population. Enlargement of a school building should always be accompanied by enlargement of the yard space.

Better School Libraries

CHARLES HUGHES JOHNSON
UNIVERSITY OF ILLINOIS

The school library must, in every respect, take its place with the school laboratory and the school shop and the school gymnasium and playground. This is the fundamental lack of our elaborate school plants today. They need and they will soon have this laboratory of the humanities. We must and we can without delay make it educationally bad form and bad business to allow the present impression of a modern palatial high school building, perfectly appointed in most respects, housing absurdly such a motley array of old and useless and dirty textbooks, out-of-date encyclopedias and reference works, and an unkempt shelf-full of equally old black and forbidding volumes of departments of agriculture, "attic books," gifts, often, of friends (?) who wish to clean up their own shelves and attics and get their names in local papers as donors.

Some recent local "surveys" have visioned for us the meager "reading horizons" of high school pupils. We have found that persistence in school even

seems to depend upon books in the home. We know by records of successful school librarians that these "reading horizons" of high school pupils are amazingly broadened as we extend to them in any systematic way reading facilities. In short we know that education will go hand in hand with accessibility to the world's store of wisdom—which we must still not forget—is largely in books.

All such matters as library staff, technical training for all high school teachers of the so-called "humanities," administrative machinery, budget apportionment, location of library rooms and their equipment, courses for credit in use of books, etc., are now fortunately unescapable administrative duties of school officials.

Reality in Elementary Curriculum: Industrial Arts and Crafts

JOHN M. MILLS

SUPERINTENDENT OF SCHOOLS

OGDEN, UTAH

Every child should be taught to work. Beginning with the fifth grade, there is no reason why the child should not begin to use its hand and its head. The home today, in most instances, robs the child of this fundamental training. Teachers often are stunned with the suggestion that a boy or girl of ten or twelve years can be useful.

We have schools in Ogden where all the girls above twelve years of age make their own clothing and boys make things in the shops that are useful and necessary. The first necessity of the human being is food, clothing, and shelter. His first duty, therefore, should be to learn how to provide these. The duty of the

home and the school is to point the way. Another duty is to see that those who are capable of going beyond this point shall continue on. A sentiment should be developed in every community that a boy who graduates from high school and does not know how to make a living should consider himself not only uneducated, but disgraced. Every child should be taught to work at home. A little work scattered through all the years of the child's life will do more towards giving him a point of view, an incentive, a motive in life and real character than anything that he can get out of books. The school machine provides that all pupils—both boys and girls—of motor type and student type—subnormal and overbright—march in lockstep fashion through twelve years of school, to graduation. Democracy says: "*Smash the Machine.*"

Rural Life

DAVID B. JOHNSON

PRESIDENT OF THE N. E. A.

If the farm woman's health and strength are conserved by time-saving and labor-lightening conveniences and she is given the requisite time and training, she can make life in the rural home interesting, wholesome and satisfying, as indeed she has done already in so many instances. She could do much to promote the health, happiness and mental and spiritual well-being of her family, to enrich country life and make it attractive, and thus to free us from farm tenancy, one of the greatest obstacles of the day to farm progress. The country has many natural advantages over the city for making home life what it should be, and it only remains for these advantages to be made the most of.

Reading Clubs

W. S. HINCHMAN

ENGLISH MASTER, GROTON SCHOOL,
GROTON, MASS.

The first thing to do is to throw the college list of books incontinently out the window, instead of pretending to dignify what can be done in one year by spreading it thin over four years. The point is to meet each pupil at his own level and to lead him gradually by the *right literary steps for him* to a higher level. Such work assumes, of course, that mental discipline is not the object of literature classes and that a set body of literary information is far less important than the habit of reading good books.

The main method employed by us is as follows: Each boy reports on a book from time to time to the class, which discusses the book from whatever angle seems profitable. The teacher is there to prevent irrelevant and haphazard comment, but he is not there to dictate de-vitalized or meticulous discussion. The fact that he is never quite prepared is one of the most educative parts of the scheme. Such work, moreover, at once liberates the pupil, the teacher and the subject from the superstition that English is a sort of Latin made easy, while it makes possible and desirable discussions which, though really vital, struck with dreadful discord into the solemn dullness of the old-style literature class. No longer required to make all trees grow at the same speed and in the same kind of soil, we find it reasonable to encourage each under its best conditions.

So far, after three years' trial, the results have been gratifying. We find that our boys read about two and a half times as much as they did under the old system of literature classes and required outside

reading, and that they read most of the books we used to prescribe only in different order. Naturally, a good deal of trash is read—as it used to be, incidentally—but it is now possible to handle it frankly and to show, with some measure of success, its relation to good literature. Finally—and this is the important thing—their reading is rationalized till it seems to bear some vital relation to their lives. We hope they are developing the book habit.

Composition in High School

BENJAMIN A. HEYDRICK

HIGH SCHOOL OF COMMERCE,
NEW YORK CITY

Training in composition is of equal importance with the study of literature, and should have an equal allowance of time. Subjects for compositions should be drawn from the pupils' experience rather than from the literature studied. Oral work should be carried on side by side with the written work, and should receive equal emphasis. The principles of grammar and rhetoric should be taught at the time and to the extent that they afford aids to expression. Much of the matter in conventional grammars is useless. Composition work should be socialized. The pupil should write with a definite audience in mind, and as far as possible his work should be presented to the class. Class criticism should to a large extent take the place of teacher-criticism. Examinations should be a test of power rather than of memory. The questions should be so framed that no pupil whose composition work is unsatisfactory should be promoted, even though he may have a fair knowledge of the work in literature.

Among the chief activities of the composition course in the junior high school are: Spelling, letter-writing, accounts of vacations and outings, descriptions of objects and scenes, explanations of things that the pupil has made, reports upon books read out of class, accounts of visits to places of interest, description of characters in real life or in books whom the pupil admires, accounts of various occupations, reports on current events. In the senior high school other topics are introduced, such as: Addresses for special occasions, debates on topics of current interest, contributions to the school paper, reports upon the special interests of pupils, practice in writing simple forms of verse, or short stories.

Reality in Elementary Curriculum: Composition and Grammar

H. B. WILSON

SUPERINTENDENT OF SCHOOLS

TOPEKA, KANSAS

The course of study in English composition and grammar should provide merely for the teaching of those facts and standards and practices which will possess functional value in the experience of ordinary, rank and file, efficient citizens. In the past, the course in English has been so overburdened with "gymnastics" that the energy of the children has been dissipated in an effort to cover all sorts of possible information about English speaking and writing and the structure of the English language. There has, therefore, been a failure to focus the attention of pupils upon those things which they must know if they are to speak and write with clearness and accuracy. In accordance with the view that the content of the English course should be determined by real needs, the order in which these needs occur in the

experiences of the children from grade to grade should determine the order of teaching the facts and standards and practices of good English speech and writing.

Training Teachers

J. W. CRABTREE

PRESIDENT STATE NORMAL SCHOOL

RIVER FALLS, WIS.

The normal school, starved by State Legislatures, ignored by the National Congress and trampled upon by colleges and universities during the first fifty years of its existence, has during the past decade shown some very definite signs of life and possibly some sprouts of growth in leadership in training specialists in education. The school of education has not apparently been so successful in freeing itself from handicaps. It has not been starved by the Legislature, but it has been almost choked to death by the college and university senate. It was of unwelcome birth into the family of university departments, and, while not disowned by the mother institution, its rights have been plainly disregarded by the other members of the family.

It is still bound and gagged, more or less, by college practices, traditions and prejudices. It is not even yet a dominant personality in the university; neither is it an important factor in special education unless the few exceptions of which Columbia Teachers' College stands almost alone be accepted as the general rule.

The normal school is a national asset even more so than the State agricultural college and should be so regarded by the national government in the distribution of national aid for education. The normal school and the teachers' college must give the educational uplift for the whole country by preparing teachers for leadership in special education.

SUMMARY OF PROCEEDINGS OF STATE BOARD OF EDUCATION AUGUST 21-26, 1916

BY P. W. GASKILL

The State Board of Education met at Sacramento during the week of August 21st.

A motion was made that the Board reconsider its action postponing the reconsideration of the adoption of the Armstrong Eighth Reader manuscript, and that it be returned to Mr. Armstrong for correction before final acceptance, with the request that the changes be made in accordance with the views of the commissioners and the chairman of the textbook committee.

The Secretary was instructed to advertise for the submission of manuscripts or texts for spellers for the elementary schools of the state.

A resolution was adopted authorizing the addition of the following books to the list of high school textbooks:

Smallwood's Practical Biology, McCoy's Cumulative Harmony, Conn-Buddington Advanced Physiology and Hygiene, Elhuff's General Science, Ritchie's Sanitation and Physiology, Walter's Principles of Health Control.

The printing of four thousand copies of Bulletin No. 17—Disposal of Sewage in Rural Schools—was authorized. The Committee on Credentials made a report in regard to certain changes in the requirements for high school certification, which was adopted.

297 Life Diplomas were granted. 55 Credentials in Special Subjects were granted; 15 conditionally; 2 cases postponed and 14 cases denied unconditionally. 39 High School Credentials were granted; 19 conditionally; 4 cases were postponed, and 18 cases were denied.

Mrs. Ray submitted the following resolution, which was adopted:

"Resolved that applicants for the State Board Credential in Music or Art, who are not provided with a diploma from a recognized school of music or art accredited by this Board for the preparation of teachers in these subjects in the public schools of the state, be and hereby are required to present with their applications an endorsement from one of the above mentioned institutions or

schools, or from at least one California public school supervisor of these subjects now acting in that capacity, such endorsement to be formally submitted on blank provided by this Board and stating that in the opinion of said school or supervisor said applicant for Special Credential is competent to teach the subject or subjects in the grade for which credential is sought, and be it,

Further Resolved, that for the purpose of facilitating systematic preparation of teachers of public school music or art, this Board, through its commissioners, invite institutions and schools offering courses for the training of such teachers to submit to this Board on or before December 1, 1916, copies of the specific Course of Study offered, and that these be submitted to competent California public school supervisors of music or art as critic judges in the same way in which texts in other subjects are now submitted to critic readers, to the end that the Board may determine a standard for the accreditation of such schools and a minimum standard of qualifications for teachers of music and art for the public schools of California."

THE PUT-IT-OFFS

My Friend, have you heard of the town
of Yawn,

On the banks of the River Slow,
Where blooms the Wait-awhile flower
fair,

Where the Sometime-or-other scents the
air,

And the soft Go-easys grow?

It lies in the valley of What's-the-use

In the Province of Let-'er-slide;

That tired feeling is native there,

It's the home of the listless I-don't-care,

Where the Put-it-offs abide.

The Put-it-offs smile when asked to work,

And say they will do it tomorrow;

And so they delay from day unto day,

Till death cycles up and takes them away,

And their families starve, beg or borrow.—Anonymous.

CURRENT EDUCATIONAL WRITING

What the Magazines are Telling Their Readers

The New School Committee Man "Talks Back"

**Earnest W. Towne, Member Quincy School
Committee, Wollaston, Mass.**

American School Board Journal for September

Perhaps the greatest attraction to school committee work is the human desire for elevation. Men and women will toil unremittingly and long in various forms of lodge work in order that for a short time they may wield the gavel and intone the leading role in the imparting of mysteries before the gaping and applauding brethren.

"For a cap and bells our lives we pay;

Bubbles we buy with a whole soul's tasking."

There is a class of committeemen who gird themselves for the fray and start out to reform the mismanagement of school administration." If they are inexperienced in public service it is not long before their high aspirations are completely shattered on the thanklessness of public service and the dead-wall of political machination and precedent.

The doctors and lawyers who find their way on to the school committee are too often actuated by the legitimate advertising which this field of endeavor gives them. It is desirable to have each of these honorable professions represented on a school committee. To have more than one of each is a doubtful policy. In classifications of impractical men clergymen rank first, physicians second, and educators third. This applies as to classes and not as to individuals.

There is always a class of school committeeman who is just a plain politician. It is fortunate that the percentage of this class is no greater than it is. Its most dangerous feature is that such men are often garbed with all the habiliments of education and social standing. For such the position of school committeeman is merely a step for personal aggrandizement.

All of these gentlemen proclaim their unselfish and generous devotion to the work

but like the man who wears a wig to cover his baldness they deceive no one but themselves. The gentle reader must not suppose from the foregoing that the writer fails to suspect that there are conscientious, self-sacrificing, intelligent men on school committees. The writer admits looking into the looking glass at least once a day!

Educating is, or should be, a highly skilled trade or profession. The new school committeeman, therefore, who enters upon his duties with the intent of telling the educators how it should be done is a plain ass. His position is rather that of the director of a corporation—not that of a minority stockholder by any means. It is his plain duty to so inform himself that he may intelligently vote upon measures of general policy and may, in some measure, know whether the experts hired to carry out the details of the work are making it pay sufficient dividends to warrant their continuance and salary.

The school committee has a wide scope of power. There is an ever present danger that in the exercise of plenary powers they may forget that they are primarily servants of the people. We are all of us egoists. We can all of us administer the other fellow's business better than he—better, in fact, than we can attend to our own. The administration of the government of a self-governing people must mirror the will of that people and the government must stand or fall on the ability of that people to govern themselves.

My superintendent recently informed me that the school committee of which I have the honor of being a member has always been free of politics. I am sorry that he seriously made such a statement. Aside from my personal knowledge such a condition in an elected body of public servants would be a physical and psychological impossibility. His statement is like that of the man who says, "There is no God." It shows that he has arrived at certain conclusions but does not speak well for the logic of these conclusions.

It is far better to recognize and accept the conditions with which we have to deal and with as open minds as possible.

"Do the thing as we see it

For the God of things as they are."

Uncle Sam, Pedagogue

Collier's for September

The holidays over, some twenty millions of Uncle Sam's nieces and nephews are back at school, and perhaps not even 1 per cent of them know that he is ready and willing to help them, their teachers, and their parents in many of their problems.

Questions for Debaters

When school starts the debating clubs are organized and all the puzzles of the universe settled to the satisfaction of some at least. On general principles it is highly important that future voters should be interested in and informed concerning some of our great national questions which still await solution, while from a practical viewpoint the preparation of data for debates may be greatly facilitated by choosing for subjects matters which have been argued on the floors of Congressional Record, the official journal of Congress, containing the points for both sides, may be bought for a few cents or consulted in libraries—if only one knows which numbers to order. For instance:

Should immigration be restricted by the application of a literacy test? "Yes," said the Sixty-second Congress and the Sixty-third Congress; "the reading test is the most feasible single method of restricting undesirable immigration." "No," said President Taft, "I cannot make up my mind to sign a bill which in its chief provision violates a principle that ought, in my opinion, to be upheld in dealing with our immigration. I refer to the literacy test. . . I cannot approve that test." "No," said President Wilson, "it (the Immigration Bill) excludes those to whom the opportunities of elementary education have been denied, without re-

gard to their character, their purposes, or their natural capacity."

Perhaps some of the pupils who are now debaters will be voters before this question is finally decided.

Shall the people rule through the initiative, referendum, and recall? "Yes," say some statesmen, "the cure for too much democracy is more democracy." "No," reply others, "the initiative, referendum, and recall are a trinity of errors."

Shall we have nation-wide prohibition through a constitutional amendment? "Drink causes two-thirds of the crime, misery, and poverty in the country. It is as legitimate to cut off its sale as it is to prohibit interstate commerce in adulterated foods," one side will argue. "Prohibition is not a matter that concerns the Federal Government. Every State has the inalienable right to decide the matter for itself," the other side will reply.

Here are some more with the leading arguments for and against:

Shall women be given the right to vote by a constitutional amendment? "No. Woman's place is in the home, and, besides, this is a State matter." "Yes, woman's place is in the world of which the home is only a part. The negroes were given the right to vote by a constitutional amendment."

Should the Constitution of the United States be so amended as to provide for a single term of six years for the president? "Yes, the president will be freer to follow the dictates of his conscience if he does not consider winning popular favor in order to insure reelection." "No, six years is too long a term for a bad president and too short a term for a good one."

Shall interstate commerce in products manufactured by child labor be prohibited? "No. State rights are involved." "Yes. Human rights are involved."

The debates in Congress elaborate on these arguments on questions all of which, save child labor, may be confronting the people of the United States for the next decade or longer.

If any or all of the matters mentioned in the foregoing interest you, write to Collier's Washington Bureau, 1121 Woodward Building, Washington, D. C., for a circular entitled "Uncle Sam and the Schools." This contains full information on how to get the free publications referred to and how to buy the others at small cost. Do not ask for the pamphlets themselves.

Patent Medicine Formulas in Our Public School Curriculums

Edward Everett Cartright, Sheldon School,
Bridgeport, Conn.

In Education for October

Educationally, traditions tell us that the schoolmaster's curative agents were also three in number—reading, 'riting' and 'rithmetic, with an occasional fourth added for those with whom the traditional three did not effect a cure—the birch. Like his medical contemporary his labor was basically individual, if not discriminatingly so. His remedies were few but his doses were correspondingly large and their effects lasting. But note the analogy, with a growth in the number of curative agents, both educationally and medically, comes the philosopher, the standardizer, who is so certain that he knows the proportions, that he patents the process, with a uniform dose to be administered "sight unseen" and with total disregard for the individual, his history, his experience or his reaction. Out of the results educationally, comes the standardized public school system, put up under a formula different in each state or town but with each patentee certain that his is correctly compounded. Like the patent medicine patentee, he doesn't even ask to see his patient. Standardized on chronological age as a basis, his only question is "How old is he?" "Nine." All right, turn to page 16 of my circular and the prescription is there, like a ready-made suit, all ready to jump into. It runs something like this:

R. 60 drops arithmetic; 15 drops music; 15 drops writing; 30 drops reading; 45 drops geography; 50 drops language; 30 drops manual training; 15 drops spelling; 10 drops exercise.

Dosage: Mix in any order and administer daily for five months.

Note: "This is the standard dose based on a formula now on file with the Department at Washington. If the desired results are not obtained, the case is abnormal. Repeat."

Now the history of the patented medicine and of the patented curriculum is the same—it doesn't work. Outside of that it is all right. The idea is a beautiful one, but the

results are disappointing. The complaints are coming in from the users—not to use a harsher term—of both, that it does not accomplish what the circulars promised, and the reply to both is the same, "You stopped too soon—take it again." So the patients re-invest—at least they do on the educational side. I am not an authority on the medical side and the few druggists I have approached have evaded the question. I have inferred that it was a wise business precaution. Our studies in retardation show that in all cities the users are "repeating the dose" by the thousands. In fact, more than three in every ten are evidently "special cases," with the disease having an enormous hold on them.

The fundamental premises of the public schools as heretofore planned are these: That each child can master with even thoroughness exactly the same length of lesson each day; that all are physically able to give an equal amount and intensity of attention; that all will make the same rate of progress and that all are going to high school and college. Not one of these assumptions is true and the result is a mass of youthful humanity uninterested and discouraged, protesting through truancy, disorder and disobedience and escaping wholly as soon as the law will permit, not caring where only so long as they escape. And we call these people by many unfair terms, but all of which "in the trade" means SECONDS. Any commercial institution which after eliminating all broken, underdone and overdone articles on the way up to completion, still found one half of its product "seconds" might first try a new board of directors, but more likely would go out of business.

No, the standardized public school with its traditionally precious notions doesn't and hasn't worked. Our problem, and it is a great one, is to set up and find ways and means to operate a system of schools which has for its foundation the truths that no two pupils are alike either mentally or physically, that no two can learn at the identical same rate and that therefore education cannot be spread over like salve, but must make its appeal distinctly, directly and forcibly to the individual.

Organization and Advance

Inter-Mountain Educator for September

Teachers should have a closer union, a better organization, if the profession is to be advanced. Better training, better pay, better hygienic conditions, improved conditions of tenure of positions, cannot be readily brought about, under present day conditions, without organization. Teachers are slow to organize. They seem to be the last people to realize the strength that comes from numbers. New laws will not come of themselves. The few cannot and should not do the work. Better organization will give to the profession better recognition, which is greatly needed. Teachers must learn that they must present their needs and press their case if advancement is to be made.

School All the Year Round

Wisconsin Journal of Education for September

The all-year schools of Newark, N. J., are commended in a special report by W. S. Deffenbaugh, Specialist in City School Administration of the Bureau of Education, Department of the Interior. Mr. Deffenbaugh finds that time is saved, street loafing is largely prevented, and health is conserved by eliminating the long summer vacation.

The attempt was made to find out how much time the children actually saved through the all-year schools. Of 271 pupils in the sixth, seventh, and eighth grades, 25 made no gain, 67 showed a gain of one-third of a year, 59 a gain of two-thirds of a year, 67 a gain of one year, and 53 a gain of one and one-third year.

It was found that the pupils in the all-year schools not only made more rapid progress through the grades, but maintained as good scholarship as the pupils in other schools. Many of the pupils were able to enter high school as a result of the time gained in the all-year school, and these pupils have had no difficulty in keeping up with their work. It is expected that many more pupils will now complete the elementary grades at 12 years of age, enter high school and attend at least two years. Once in high school they are likely to remain even after the compulsory age limit is passed.

In regard to the health of the children who are kept in school during the summer months, Mr. Deffenbaugh declares:

"The medical inspectors of Newark report that the health of the children who have attended school all year has not been impaired in the slightest degree. The regular school medical and nurse service continues in the summer, so that the health of the children in school is better cared for than that of those not in school. Good health habits acquired during the regular term are not broken up by a long summer vacation when the children not in school are beyond the influence of the school physician and the school nurse. The physician and nurse both report that the children who have been out of school during July and August come back in September in poorer physical condition than those who have attended these two months and that even the children who have been away to a summer resort are in no better physical condition than those who have been in school, since their recreation is likely to have been of a dissipating nature. One school physician stated that if the children could go into the country and live a normal life with plenty of exercise he would favor this to keeping them in school, but since conditions are such that none of the children who are in the tenement districts can go to the country, the best place for them for four or five hours a day is in the schoolroom, on the school playgrounds, and in the school shops and gymnasiums."

Rural School Virtues

Editorial in Journal of Education for September.

While the rural schools will not be adequately improved by virtues that they can never possess any more than one can get to Heaven by the imaginary performance of heavenly virtues regardless of respect for the kingdom of God on earth, it is of the utmost importance that those who can practice these virtues should know what they are.

There are well defined, indisputable rural school virtues.

First: A modern schoolhouse with light on one side, with properly tinted walls, with neutral tint shades for the windows, with

scientifically arranged heat and ventilation, with approved sanitation, with running water—hot and cold—with inside toilets and all other modern conveniences.

Second: A schoolyard of not less than three acres, well graded, well arranged for gardens, for playgrounds, for flowers and shrubbery, a thing of beauty and a joy for all children. The garden portion should be in prime condition for gardening, and the playground should be well equipped with apparatus.

Third: A teacherage is indispensable for the best home life of the teacher. It is of great advantage when hiring a teacher to have a good home to throw in. It is a good investment in dollars and cents.

Fourth: A teacher who is professionally trained in a normal school, who has broad scholarship, who can sing and play the piano, who can draw artistically, who is educated in manual training and domestic science, and who above all else is a farmer by experience and an agriculturalist by education.

Fifth: A salary that can command and retain the services of such a teacher.

Sixth: A school year of not less than nine months.

Seventh: The employment of that teacher for twelve months, looking after the children in vacation as definitely as in school time.

Eighth: A school nurse in the county who visits the schools at least once a month, visiting each child in his home if there is any indication of weakness.

Ninth: Consolidation. This is the highest of all virtues for rural schools. In no other way can children have the advantage of ideal rural education. But the consolidated school must not be in a city or even in a village. It must literally be located in the country. It must have a teacherage. It must have at least ten acres of land. It should have an expert agriculturalist, an expert manual trainingist, a domestic scientist, a music teacher, an art teacher, and a commercial teacher. The teachers must all prefer life in the country at its worst to life in the city at its best.

But desirable as are all of these virtues, and we urge every one of them as soon as possible, wherever possible, yet, we do not

forget that there are now eight million children in one-room schools who, do what we may, will never have the advantage of even one of these nine rural school virtues. Hence our plea for better rural schools at once, with them if possible but without them if need be.

Without slackening in the least the campaign for the nine rural school virtues it is possible to influence the school life of every child in rural schools at once. Indeed, such an improvement of all rural schools for all rural children at once will do more toward ushering in the nine virtues than all the cursing of rural communities ever uttered, than all the falsehoods ever spoken or written about the magic spell of country birth.

"Better rural schools at once" should be the slogan of all educational leaders, of all statesmen, of all patriots, of all well-wishers of humanity.

Wasted Childhood

George Kibbe Turner

McClures for September

The traditions in the American elementary school are very plain. It started teaching the simple elements of primary education in the Colonial Writing and Reckoning schools. And it retains these same traditions to the present day—as the recent studies of a National Education Association's Committee on Economy of Time has shown.

This body's examination of the actual time devoted to various studies in the schools of fifty leading cities of the United States in 1914 showed that 70 per cent. of the child's time in the elementary schools is still taken by these old "practical" elements of education—Reading, Language, Spelling, Penmanship and Arithmetic; and that these, with History and Geography, take 82 per cent. So the hand that picks the child's studies in the higher elementary schools is not that of the faddist, but of the old traditional school-teacher.

Now the new educational expert, starting naturally at the beginning of the grades below is today just moving into this territory of the old Grammar School. But now that he is there, his advance is fast and business-like. If five-sixths of all the school child's time in his period is given over to the study

of our fathers, then naturally the place to look for wasted time is here. To find it is a simple matter of taking up and examining the work done in the various studies.

Alligation, Folding Paper, and Aliquot Parts

To take Arithmetic, for example. While the common school of America expanded from its small and primitive beginning, this very practical study was one great field of expansion; and there was a period, existing within half a century or less, that a quarter of the pupil's time was taken by it. Investigation from time to time disclosed the many curious elaborations which the old New England schoolmaster had brought into his favorite study—and parts of it were cut off. But still his handiwork lingers in the text-books and courses of American schools—how far is shown by the use of subjects which the National Education Association's Committee on Economy of Time last year recommended to be dropped. The list is worth your reading it if for nothing but old memory's sake. How much of these subjects do you recall? What practical value did you obtain from their study?

Apothecary's Weight, Alligation, Aliquot Parts, Annual Interest, Cube Root, Cases in Percentage, Compound and Complex Fractions of more than two digits, Compound Proportion, Dram, Foreign Money, Folding Paper, the Long Method of the Greatest Common Divisor, Longitude and Time, Least Common Multiple, Metric System, Progression, Quarter in Avoirdupois Table, Reduction of More than Two Steps, Troy Weight, True Discount, Unreal Fractions.

You knew all this once—probably; acquired it by great weariness of soul. Take stock, if you like, and see how much of it remains. And if any of it does remain you can still ask yourself what use has been to you in all these years all this very "practical" knowledge, which the hard old practical school tradition of New England pressed on you, and still is loading on your children of from nine to twelve. Isn't the acquisition of such knowledge rather absurd?

What Your Child Needs to Spell

Or take Spelling, for example, the other ancient practical study of the elementary

school. Here was the great bulwark of the dead disciplinarian; his school led rightly to the great final combat of the spelling match. And still today the words in the full spelling courses range from 8,000 to 10,000 in the milder, to 12,000 and 13,000 in the more ordinary spelling text-books.

You don't spell your words out loud in life—as in the old-time spelling match—you write them. So the expert started out to find out what words you write. He found they were extraordinarily few. Dr. Ayers in studying the spelling vocabularies in personal and business letters showed that only 542 different words were used in the greater part of the correspondence from twelve different sources varying as widely as love and business letters.

The Old Burden of Grammar

The third great tradition of the old school was English Grammar, and on this historical stronghold the attack of the new school expert is now growing very savage. Our schools had in the past, and still have in cases, as high as four years' training in old-fashioned grammar. It is held by Mr. Flexner and many others that this work of formal Grammar can be given up entirely—that all that is needed in the way of rules for forming English can be taught in the practice of its use. As a very moderate estimate of what must go can be quoted the list of subjects, of which the expert studying the Kansas City Schools recently proposed to relieve the mind of the ten or twelve-year old child there:

Exclamatory sentence, Interjection, the Appositive, the Nominative of Exclamation, the Nominative of Address, the Objective Complement, the Objective used as a Substantive, the Adverbial Objective, the Indefinite Pronoun, the Classification of Adverbs, the Noun Clause, Conjunctive Adverbs, the Retained Objective, the Infinitive (except the split infinitive) Mood (except possibly the subjunctive of "to be"), the Objective Subject, the Participle (except the definition, and present and past form), the Nominative Absolute, and the Gerund.

Did this kind of knowledge ever do you any lasting service?

Better English

California Alumni Fortnightly

The University is to be congratulated on its adoption of a philanthropic measure for the "Amelioration of Poor English among College Students." Theoretically, a student who enters college knows in a rudimentary fashion, at least, something about punctuation, spelling, and grammar. Theoretically, in freshman English courses, he is supposed to achieve that blissful state in which he can say what he means. If he desires delicacies of style and manner, he goes on with courses in English—makes a study of Tennyson's "Idylls of the King," or Chaucer; if he cares not for such things, he enters other fields, to employ his ability to say what he means in writing paper in mechanics, law, or botany.

Theoretically, it is a splendid system. Practically, it doesn't exist. The student who enters college can sometimes spell his own name; he can never spell develop, or separate; "a's" and "e's" generally are as a snare unto his feet; the comma is an unknown cabalistic sign; the dash a useful cloak for sins of omission; other marks of punctuation, including the worthy period, are as remote as mystic arabesques; the subjective and objective are one, and the dangling participle a decoration for all his sentences. After a course in English, he studies Kipling and perpetrates such outrages as this, written on "The Light that Failed."

The work is different from Kipling's general run of stories in many respects. It is not written for any specific purpose as is most his others such as awakening the consciousness of his people or bringing out any ideal; it is merely a love story told well.

This is a portion of a term paper prepared outside of class. Or, he goes into his classes in mechanics, law, or botany—and the things he writes there defy imagination; they are literally unbelievable.

For sometime academic circles have wailed and gnashed their teeth, and the skeptic who questions higher education has ridiculed. But, whereas, before, it has been regarded as inevitable, and consistent with human frailty, now, at length, a definite step has been made to do away with this absurd

situation. Our new method is much like the one recently adopted at Harvard. There is a faculty committee on cooperation, drawn from all departments. Papers of students using unsatisfactory English will be stamped to indicate this fact, and after a repetition of the fault, the student will be referred to the Secretary of the committee for additional instruction in English. The Secretary will endeavor by means of conferences and the correction of themes assigned by him to the student, to bring up that student's practical knowledge of the English language. No credit will be allowed for this work, obviously—and the student will not pass in his original course until his pearls of wisdom are adequately set in pure English. This system as the report of the Academic Senate has it, will conceivably bring about the following millenium:

"Emphasis will be placed upon good English expression so that the students themselves will come to respect good English. Moreover, the schools throughout the state will realize that the University is indeed placing upon effective training in English a paramount and practical emphasis. Thereby their own efforts in teaching English will perhaps be stimulated and bettered."

New School Use of Topographic Maps

A recent writer in "The Survey," describes the latest contribution to the "keeping of children on the farm" movement. In the country schools of Sauk county, Wis., the children make an inventory of the agricultural investment of the townships in which they live, and each special feature is represented on a topographic map. The results are "cow maps," "corn maps," and a census of farm machinery and farm and home conveniences. In this extensive as well as intensive educational work which together constitute a social survey of the county, the topographic maps of the United States Geological Survey are used as base maps on which to plat the special information gathered. In their use of these maps the school children obtain new ideas of geography and of the real significance of maps. The standard topographic map is sold at 10 cents a copy by the Geological Survey, Washington, D. C.

TOTAL ENROLLMENT AND STATE APPORTIONMENT FOR ELEMENTARY AND HIGH SCHOOLS FOR THE FIRST HALF YEAR, 1916-1917

From Data Compiled by Job Wood, Jr.

COUNTY	HIGH SCHOOLS		ELEMENTARY SCHOOLS	
	Total Enrollment High Schools	Total Apportion- ment for High Schools	Total Enrollment Elementary Schools	Total Apportion- ment Elementary Schools
Alameda	8,115	\$42,588.54	41,255	\$259,677.50
Alpine			31	750.00
Amador	198	2,860.66	1,537	14,705.00
Butte	906	6,414.10	4,339	37,250.00
Calaveras	136	1,914.92	1,514	15,897.50
Colusa	229	4,341.94	1,241	12,925.00
Contra Costa	828	8,272.70	7,028	50,572.50
Del Norte	69	934.02	560	5,500.00
El Dorado	107	1,144.98	1,050	14,375.00
Fresno	2,458	19,871.60	18,344	132,252.50
Glenn	255	2,219.64	1,589	15,005.00
Humboldt	790	6,250.02	5,750	49,250.00
Inyo	180	2,137.60	4,263	26,750.00
Imperial	850	7,250.78	872	8,000.00
Kern	736	6,551.16	6,760	54,167.50
Kings	430	3,768.96	3,634	25,312.50
Lake	159	2,008.68	960	11,582.50
Lassen	74	963.32	1,258	13,500.00
Los Angeles	38,217	134,582.44	100,809	614,110.00
Madera	166	2,020.40	1,904	18,025.00
Marin	549	4,284.64	3,586	25,720.00
Mariposa	26	723.06	538	7,250.00
Mendocino	561	6,977.64	4,088	43,000.00
Merced	440	5,926.42	3,673	30,122.50
Modoc	173	2,643.84	1,244	13,250.00
Mono			158	3,000.00
Monterey	556	5,683.88	3,805	35,080.00
Napa	470	4,015.08	2,558	22,445.00
Nevada	368	3,739.66	2,137	20,500.00
Orange	2,022	12,926.84	8,382	54,640.00
Placer	376	3,733.80	2,893	23,405.00
Plumas	43	793.38	763	9,000.00
Riverside	1,509	14,112.52	6,705	50,030.00
Sacramento	3,595	11,772.42	11,144	74,455.00
San Benito	165	1,525.88	1,196	12,157.50
San Bernardino	2,070	14,908.50	10,639	77,037.50
San Diego	4,643	19,460.42	13,093	94,682.50
San Francisco	8,546	31,263.76	54,597	329,750.00
San Joaquin	1,133	7,820.50	9,671	66,315.00
San Luis Obispo	354	3,552.14	3,474	33,500.00
San Mateo	620	5,390.88	5,167	35,500.00
Santa Barbara	859	7,031.68	4,409	33,050.00
Santa Clara	3,280	20,128.46	13,611	88,547.50
Santa Cruz	801	5,655.88	3,848	30,465.00
Shasta	345	3,405.64	2,892	32,000.00
Sierra	26	711.34	444	5,000.00
Siskiyou	239	3,036.46	3,168	33,000.00
Solano	704	6,969.50	3,768	29,480.00
Sonoma	1,186	9,477.58	8,910	68,780.00
Stanislaus	1,041	9,845.46	6,408	46,187.50
Sutter	103	1,180.14	1,321	12,250.00
Tehama	395	3,145.52	2,343	23,820.00
Trinity	39	793.38	492	6,750.00
Tulare	1,679	13,187.94	8,539	68,197.50
Tuolumne	205	2,231.36	1,490	13,500.00
Ventura	694	6,592.18	3,980	29,282.50
Yolo	402	3,950.62	2,242	18,492.50
Yuba	337	3,147.80	1,434	14,250.00
Totals	95,426	\$517,842.66	423,562	\$2,993,500.00

ORAL EXPRESSION—A COMPREHENSIVE PRACTICAL SYSTEM

BY E. E. GRINNELL
PORTERVILLE HIGH SCHOOL

JUST now the unique comprehensive system of Oral Expression teaching which has been in use at the Porterville High School, with unequalled success, during the last two years, assumes an added and intensified interest. This system had previously worked well in two small high schools, but has now been thoroughly tried out in a large school for the first time. As a common-sense, comprehensive, practical system it has made good, as the following results, among others, conclusively show:

1st. In this unique system all the students are required to take Oral Expression, the number of students in this subject being equal to the total number of students in school. This is the direct opposite of the general practice where the number of students taking Oral Expression is limited to a selected class, constituting a minority, generally a very small minority of the total number. To this statement, only three or four exceptions are known to the writer.

2d. The work begins in the first year of the high school and is prosecuted cumulatively during the four years. In most high schools, Oral Expression is deferred to the third or fourth year. The experience at Porterville shows with startling force that it is the freshmen who take hold of debating, public speaking and all work of this kind more readily, more quickly, and attain greater proficiency therein than any other students.

3rd. Improvement, rapid and permanent, in the English of the students is best secured by the oral method, and this is true whether the improvement desired

is written or oral. Largely written work with little oral work generally makes Jack a dull boy, and a silent one as well. Speech is primarily oral—written speech is only representative of oral, a first remove therefrom. "The ear tries words as the palate tastes meats," said Job, the Idumean sage, long ago. But our modern schools have apparently forgotten this great first principle. The sooner the return, the better. Rapid and permanent improvement in English in our high schools (correct speech and avoidance of slang) is best accomplished by the oral method. Here again this system is 100 per cent effective.

4th. The two processes—acquisition of knowledge and expression of knowledge—should go hand in hand, should be as simultaneous as possible. Too often, expression is regarded as a negligible factor, and left to accident. Acquisition of information is useless without the co-ordinate power of expression.

Summarizing, it is effective in these four important particulars—by including all the students, playing no favorites; by beginning at the most favorable period, the freshman year; by improving the oral and written English of the student; and lastly by carrying on the acquisition and the expression of knowledge simultaneously.

The object of Oral Expression work is to insure that each student shall be able to tell promptly, on sudden demand, anything he knows or thinks, and tell it well. If any students are taught Oral Expression, why not all? The present plan of teaching a select class of students debate

and public speaking, to the exclusion of the remainder of the students, is unfair in the extreme. It tends to make of this work a sort of high school sporting game, simply to furnish a nucleus, from which to select a few contest debaters, etc.

In method, this comprehensive system, described in this magazine last year by Mr. J. A. Hensley, uses the machinery of the old college lyceum or debating society, modified to adapt it to high school conditions. This secures a spontaneity of expression and originality of thought not possibly attainable by any other means whatsoever. The core and center of the system is the world-old regular debate, or regulated discussion. The impromptu speech with some other features is also an important part of the system. The first three years is fundamental or primary oral expression work, and is intended to be followed in the senior year by a formal study and practice of argumenta-

tion and technic of debate from some standard author, which would generally require a university trained teacher for the last year's work.

In the building of high character, self possession, poise, the cultivation of independent thinking power, the ability to meet emergencies and to handle one's self for all he is worth suddenly on the spot—in short, in making education a practical matter, Oral Expression as here presented is without a peer. It is the best solution yet worked out of the problem of Oral Expression in the high school.

The comprehensive practical system here discussed, is not a mere theory, but a brilliant success as conclusively demonstrated at Porterville. It combines in application only well tested and universally approved methods and solves the problem of bringing the expressive power of each student up to its par value.

More Truth Than Poetry

BY JAMES J. MONTAGUE

Mt. Shasta towered toward the sky, all white with gleaming snow,
When Johnny Jones peered from his berth and gave it the O O.
"Well, well! Some hill! SOME HILL!" he said. "Way out here in the woods;
A knoll that stands as high as that is certainly the goods!
But then," he added thoughtfully, "it's great out here, but say!
A mound like that would look plumb flat on Little Old Broadway!"

We stopped in the Yosemite and wandered at our ease
Around the giant columns of the great Sequoia trees.
'Some trees! SOME TREES!' said Johnny Jones. "In such a backwoods spot
I certainly must certify those trees stick up a lot!
But though to these wild western hicks, of course, they are a treat.
Folks wouldn't fall for them at all in Forty-second street!"

We stood within the Golden Gate and looked beyond the bay
To where between us and Japan the vast Pacific lay.
Said Johnny Jones: "Some pond! SOME POND! I guess out here they think
That stretch of wetness over there is quite a little drink!
It seems to reach all 'round the lot, there sure is water in it.
But I tell YOU it wouldn't do at Coney for a minute!"

CORA E. LAMB

BY MAUD E. SNAY, LOS ANGELES

Occasionally one finds an individual with the rare ability to see large things, large and small things, small. Things of the present, that is. Things involved in the intricacies of every day living. When that ability is combined with an unselfish desire to assist in the eternal struggle to secure the greatest good to the greatest number—there indeed we find one whose value to humanity is never overestimated and whose going away seems irreparable loss. Such an individual, Cora E. Lamb, who passed away at her home in Los Angeles, August 13th, seemed to those who knew her best.

Being no seeker after glory or adventure, the chronicle of her life is a story of quiet devotion to family, friends and duty. Born in Minnesota, she came while a child with her family to California. She was a graduate of the San Diego High School and of the Los Angeles State Normal School. The most of her work as a teacher was done in the public schools of National City and of Los Angeles. For several years prior to her death she taught at Twentieth Street School in the latter city and there the hearts of teachers and pupils are saddened by the loss of a friend loved and honored.

She was a live teacher and her school room was a real training school for citizenship. Her attitude toward her work made her a powerful influence in the lives of her children and an inspiration to her fellow-teachers. What her keen insight showed her to be the needs and interests of the children, determined always her thought and action. She was singularly free from any concern for her own personal interest. She at one time refused a principalship and at other times other honors, because her broad vision showed her bigger possibilities for usefulness in lesser stations. At least once she gave her best effort to further a cause, the triumph of which she knew meant financial loss to herself as well as a loss of friendships she did not wish to forfeit, because she believed that what would mean gain to herself and a few others would mean real injury to the school system and eventual harm to great numbers of children. Personal gain

at such cost could not even tempt her. Whatever concerned the upward trend of educational affairs had her keen interest. She rejoiced in the modern tendency of teachers to organize for their own uplift and the advancement of large educational interests. Any attempt to use such organizations to further personal ends or petty schemes was abhorrent to her. At the time of her death she was a member of the Council of Education in the State Association and elementary teachers felt that in her they had wise and fearless representation in that body. She has been an active member of the Los Angeles City Teachers' Club for several years, serving on the Executive Board for three years. The Parent-Teachers' Association in the Twentieth Street district had in her a most helpful member, always ready to give generously of her time and effort to effect the good that can come from cooperation of parents and teachers.

One long associated with her and knowing the inspiration which came from such association has this to say of her:

Tribute by Miss Sarah A. Heineman

"In the death of Cora Lamb there passed from the Los Angeles school department one of its truly great spirits.

"Had she not been so brave, unselfish and true to her ideals she might have been saved much suffering and perhaps her life could have been prolonged. Her work in the Los Angeles City Teachers' Club, the State Council of Education, the Evening City Club, the Civic Center League and other organizations was of the highest character and always for the greatest good for the greatest number. Sometimes her loyalty to truth was mistaken for aggressiveness, for subterfuges had no place in her life.

"Her family life was a beautiful example for every American girl; her loyalty to her work an inspiration to her co-workers. Such a woman needs no monument, for her name is carved far deeper on the hearts of those who knew her well, than ever mortal hands could chisel it in stone."

THE NEW TRUNK HIGHWAY

IN our April issue there appeared a Sketch Map showing the main arteries of the California Highway System. There was also shown the proposed Trunk Highway east of the Sierra Nevadas, extending from Lakeview, Oregon, to Los Angeles, passing through Alturas, Susanville, Quincy, Downieville, Truckee, thence west of Lake Tahoe to Tallac, Bridgeport, and passing west of Lake Mono to Bishop, Big Pine, Independence, Lone Pine, with Owens Lake to the west, and on to Los Angeles via Freeman and Mojave.

At this writing, there is in progress a Reconnaissance of this proposed National Defense Military Highway and Post Road. A bill to acquire, construct and maintain such a highway was introduced in the House of Representatives July 5, 1916, by Hon. John E. Raker, Representative in Congress from the Second Congressional District in California, this known as H. R. 16788.

The leader of the expedition is Hon. Wisner Gillette Scott, Executive Director of California National Defense Highway Association. Mr. Scott is Executive Secretary of the Inyo Good Roads Club, and as Vice President of the National Midland Trail Association for California and Chairman of the Division of National Parks, in Council of National Advisors, National Highways Association, has done much in promoting the Good Roads idea throughout the state and nation.

With Mr. Scott on the expedition, are Messrs. O. K. Parker, of Los Angeles, in charge of Transportation and

Road Data, and Chairman of Division of Road Intelligence in California National Defense Highway Association; Mr. George M. Schell, Editor of "Motor West," Los Angeles; Professor James Franklin Chamberlain, Head of the Department of Geography of the State Normal School, Los Angeles, who is Chairman of the Division of Economic Geography in the California Defense Highway Association; Mr. Charles Owens of the Los Angeles Examiner, Sketch Artist; Mr. Charles Love, San Francisco, in charge of Pictorial Records; Mr. F. S. Geary in charge of the Vim Luggage Car.

The possibilities for a road east of the Sierras and running north to south through California are very great. Not only would a military highway at the base of the Sierras be the first step in effectually guarding the passes leading west from the Pacific, but from an economic and commercial point of view, it would be of untold value to the state and nation. There are agricultural, forest and mining opportunities here little dreamed of by the average individual and such a road would furnish an outlet to both north and south. There are as well many scenic attractions in this region which as yet are known to few.

The proposed new highway east of the Sierras is an undertaking of the greatest moment. It will pass through practically every county seat in the entire tier of eastern counties and open up a territory rich in possibilities. As a defense measure, its value cannot be overestimated. "El Camino Sierra" will be indeed the Master Key to the passes of the Sierras.

Our Book Shelf

Our Ancestors in Europe. By Jennie Hall, of the Francis W. Parker School, Chicago. Silver, Burdett and Company, pp. 428; price 76 cents.

This book is an introduction to American History written in accordance with the recommendations of the Committee of Eight of the American Historical Association, and is designed to give to children of the sixth grade the European background of American History. It is written in a pleasing style, and presents in an interesting manner the story of human progress from the days of ancient Greece to the time of the settlement of America. The life of the people in Ancient and Mediaeval times is described with considerable detail, and the characters of the great leaders of those days are well portrayed. Frequent quotations from contemporary writings enliven the story, and the numerous illustrations, mostly well chosen reproductions of contemporary pictures or drawings of material remains, will be both interesting and useful. The list of maps and plans is ample, and there is a good index and a gratifying number of aids to the teacher in the way of date lists, reading references, and suggestive questions. The impression which will remain in the mind of the pupil who uses it will probably be clear and in the main correct, although here and there wrong deductions may be made by the unguided youthful reader. From page 117, for instance, the pupil will undoubtedly get the idea that the organization of the Roman Empire there described was the work of Julius Caesar or his immediate successors and will fail to realize that it was a growth requiring over two centuries from Caesar's time. The discussion of Feudalism (page 214), leaves much to be desired.

The publishers' claims that the book is "written first hand from original sources" will not be taken too seriously by the critical historical student, nor will their assertion that "not a single statement has been included which is not absolutely in accord with the latest historical data" remain unchallenged.

The book will undoubtedly be very useful to precede the study of American history, and may be used to advantage in any of the grammar grades; indeed the average first year high school student might read it with profit for review or to secure that perspective which is sometimes lacking in high school texts.

CHARLES EMORY BARBER,
Alhambra, California.

Electrical Construction. By Walter B. Weber. The Manual Arts Press., pp. 130. Price \$1.25.

This book is intended for the use of high school or trade school students who are endeavoring to master the fundamentals of electrical construction. It is bound in note book style with removable leaves. The arrangement of the lessons is unique and very practical. The problem number is stated at the top of the page, under which cuts appear illustrating the principle involved. After the problem are brief statements of the principle, the object to be attained, and the tools and material needed. Many ingenious devices are used to help the student master the fundamental principles of electricity and magnetism. The analogy between water pressure and electrical pressure is cleverly illustrated with line drawings.

Such practical problems as how to remove the insulation from a wire, how to make a splice, how to connect to a binding post, how to connect bells and push buttons, are well illustrated and clearly explained.

During the course of several years spent in electrical work, the writer would have found such a book useful, as it answers many questions usually ignored by textbooks intended for students of electrical subjects.

JOSEPH A. BEEK.

The Public and Its School. By William McAndrews, Associate Superintendent, New York City Schools. World Book Co. pp. 76.

This little book contains "a statement of the means of finding what the intelligent

public expects of children, and how a school system may be managed to deliver the goods." Like everything else that Mr. McAndrews says or writes, the statements in this book are nothing if not original. As the author says, the manuscript was intended as a "homemade document designed for family use." It is for this very reason and because he gets away from tradition and down to common sense, that his work will be welcomed by teachers throughout the country. An interesting feature are the pictures made from drawings by school children. It is really a report of the work of the schools of Brooklyn and the criticism of the critics of the work of the schools. When it comes to criticising critics, William McAndrews is certainly "on the job." It is the best thing of the kind we have seen, and should be classed with a little book appearing some years ago entitled, "A Joysome History of Education." Read it and be convinced.

A. H. C.

Workmanship in Words. Little Brown & Co., pp. 333. Price \$1.00.

The author believes that the English language, with all its faults, is on the whole, the best man ever spoken, and he discusses the value of the ability to use English correctly, and shows the necessity for careful discrimination in the use of words. He discusses such matters as Comparison and Coordination, Misused Words in General, Shall and Will, Clearness and Punctuation, etc.

The greater part of the book is given over to constructive criticism of paragraphs or sentences selected from distinguished writers, notably such people as H. G. Wells, Jane Addams, Van Dyke, Bourroughs, Churchill and Roosevelt.

The author presents the quotation on one side of a two-column page, with a brief criticism directly opposite to it. These criticisms are not always sufficiently explicit to convey to the lay mind just what the fault is that he is trying to call attention to. The average reader will find good mental exercise in many instances, in trying to make out just what the author is getting at. The style is breezy and refreshing and the au-

thor pokes fun at many of our noted writers. The book is valuable in that it directs attention to errors which are generally overlooked.

JOSEPH A. BEEK.

Second-Year Mathematics for Secondary Schools. By Ernst R. Breslich, head of the Department of Mathematics, University High School, University of Chicago, pp. 348. Price \$1.00.

The books on Correlated Mathematics for both first year and second year, by Mr. Breslich, have been so well received, that this second book is being called for by schools throughout the country. The aim of the book is to continue the work of the first year of mathematics by carrying forward the algebraic grounds already gained and to apply the principles of arithmetic in such fashion as to make them of actual use in the working out of formulae. The study also of plain geometry is here completed. This bringing together of arithmetic, algebra and geometry in a concrete fashion, and applying the principles to problems, many of which, will have a relation to every day life, is the successful task of the author. It is this type of book in the hands of a successful teacher, that will make mathematics of value not only, but a pleasure rather than a bore to the average high school student. Formalism is reduced to a minimum, time is saved, and the work is made effective. The book may be used successfully in classes which have had only first year algebra and will help to an understanding of geometry and of trigonometry.

A. H. C.

Supervised Study, a Discussion of the Study Lesson in High School, by Alfred Lawrence Hall-Quest, Professor of Educational Psychology and Principles of Teaching, University of Virginia. The MacMillan Company, \$1.25.

No better wish could be entertained for the boys and girls of California than that all their teachers might read this timely book on Supervised Study at the beginning of the new school year. Indeed the discussion of the subject of the book is characterized by such breadth of treatment that psy-

chologically and pedagogically the volume becomes a treatise on education.

It needs to be read not once, but to be made a constant companion in the performance of the teachers daily work.

The book is not only a theoretical treatise, but an epitome of the best practice in some of the best schools in the country.

The title, "Supervised Study," is so new that many teachers are asking, "what is Supervised Study?" If the author is right Supervised Study is going to effect a transformation in the practice of teaching.

"Supervised Study," says the author, "is concerned not so much with hearing lessons as with learning lessons. . . . Teaching is not telling or testing, it is guiding and helping others to get knowledge. . . . Supervised Study in the High School is a definite and scientific attempt to correct long prevalent evils. . . . Under the method known as Supervised Study, the assignment is advanced to a place of fundamental importance. . . . As a general principle the daily recitations should occupy one-fifth of the time, the assignment two-fifths and supervised study two-fifths. . . . The teacher is now to be regarded as a director of study. . . . Supervised Study means working with the pupil, but not for him."

Besides a thorough-going general discussion of the subject the book contains a detailed study of the best practical examples to be found in the country of methods of supervising the study of various subjects. There are chapters on the supervision of the study of English, History, Civics, Mathematics, the Sciences, the Languages, Literature and Fine and Practical Arts.

A. E. WILSON,

Prin. Manual Arts High School, Los Angeles.

A Beacon Introductory Second Reader. Animal Folk Tales. By James H. Fassett, Superintendent of Schools, Nashua, N. H., with illustrations by Charles Copeland. Ginn & Co., pp. 160, price, 36c.

This is one of the most attractive and well thought out books of the kind that has come to our hand for a long time. The stories in the book are intended to meet the want of those who have learned to read through mastering the science of phonetics. The

stories have their foundation in the old folk lower element, and thus prove of the greatest interest to children at this age.

These stories bring in ideas based upon nature, animal life, manners and customs, adventure, and are so told as to leave their impression in character building and information giving. The pictures, whether in black and white or in color, are well executed and placed as regards the text and add to the interest and study value of the book. There are phonetic tables with directions for teachers. The book is most attractive and the printing and binding is superior.

A. H. C.

Self Reliance, by Dorothy Canfield Fisher, Childhood and Youth Series, edited by M. V. O'Shea. Bobbs-Merrill Co., 1916, pp. 243, price \$1.00.

This little book is filled from cover to cover with the kind of common-sense advice which every mother or teacher needs. It treats a significant subject in a most helpful manner. There are few traits which contribute more to an individual's happiness and success in life than self reliance. Moreover, a nation's political, social and industrial progress depends in almost intimate way upon the spirit of self reliance in its individual citizens. Where such a spirit is present in high degree it gives tone and significance to a country's entire civilization.

The author takes the genetic point of view and traces the development of self reliance from the cradle up. She shows in detail how the impulse to self help may be strengthened by right treatment even in babyhood. There must be an atmosphere of self help in the family. The child should gradually be taught to do his part in the daily routine of the family life. Mothers too often alternate between excessive indulgence and spasmodic demands. In the care of their own clothing and persons, going to bed, answering the telephone, keeping the playroom in order, feeding themselves, choosing raw materials, fashioning toys, dressing dolls, making camps, caves and houses, managing parties, picnics and games, there are innumerable opportunities for training in self reliance in the home. Other chapters follow on the use of books and

libraries, financial self reliance, allowances, training adolescent girls to be responsible, cooperation of home and school, etc.

The book is written in an easy and attractive style. Many of the chapters contain a list of well chosen references for further reading. Both in content and method of treatment the book is admirably adapted for use in mothers' clubs and parent-teachers associations.

LEWIS M. TERMAN,
Stanford University.

The Story of Agriculture in the United States. By Albert H. Sanford, Professor of History, State Normal School, Lacrosse, Wisconsin. D. C. Heath & Co., pp. 394.

This book is something of a new departure in the matter of agricultural teaching and can be used with equal profit in city or rural schools. It is indeed a story intensely interesting, founded upon facts of history, geography, industrial development and agricultural progress. Both text and pictures successfully bring out the evolution of the agricultural idea from the days of the Indians and the Colonial period down through the subjugation of the Ohio country, the Mississippi Valley, the Great West and the South. The methods of farming, the evolution of agricultural implements, the manners and customs of the localities and times, are all discussed as a basis for our modern methods in dealing with the problems of agriculture and rural life. Place is given to a study of machinery, to animal husbandry and dairying, to the work of the U. S. Department of Agriculture, Irrigation and Dry Farming, and the work which schools are doing to make farming a pleasant and profitable occupation.

A. H. C.

Business English, Its Principles and Practice. By George Burton Hotchkiss, Professor of Business English, New York University, School of Commerce, Accounts and Finance, and Celia Ann Drew, Instructor in English in Julia Richman High School, New York. American Book Co. pp. 376, price, \$1.08.

There is much talk these days of Business English and Commercial English, all grow-

ing out of the fact that the English commonly taught in the High School does not meet the needs of boys and girls who are to become the men and women of tomorrow. What is needed is just such a book as the one under review. In its pages there are taken up the essentials of Business English, Business Forms and Usages, Business Correspondence, Sales Letters and Advertising, and other matters that have to do with the life of the average man and woman whether in the business or professional world.

The members of a class using this book as a basis for study, will know how to write a business letter, how to send a telegram, or answer a communication of a social nature. They will know what to put in and what to leave out of a letter, how to paragraph, and have some understanding of the selection of words or phrases to meet a particular situation. They will be on speaking terms with such common forms of business as applications and recommendations, sales letters, follow up systems, advertising copy, reports, the handling of correspondence, filing systems, legal points of correspondence, preparing of manuscripts, reading of proofs and the like. Altogether the book is a decided contribution.

PUBLICATIONS RECEIVED

One of the most attractive and instructive publications which has ever reached this office is the National Parks Portfolio, published by the Department of the Interior. This portfolio contains booklets dealing with Sequoia, Mt. Rainier, Crater Lake, Mesa Verde, Glacier, Yellowstone, Yosemite, Grand Canyon and the Rocky Mountain National Parks. These booklets each contain about 24 pages of photographs and descriptive reading matter. The photos have been carefully taken and well engraved. The reading matter is concise but comprehensive. Those interested in America's wonderful playgrounds should apply to the Department of the Interior, Washington, D. C., for these valuable books.

Industry and Education, Part II, a vocational survey made for the Isaac Delgado Central Trades School, has been published by the Commission Council, New Orleans. Its author is Dr. David Spence Hill,



Pupils of Buckman School dancing with the Victor,
Laurelhurst Park, Portland, Oregon.

The Three I's in Education Information, Illustration, Inspiration

May be brought to the School-Room, Playground and Home by means of

The Victor and Victor Records

Is your school enjoying the following Victor Records?

Rote Songs

- 17937 { Little Shoemaker (2) Song of
10 in. 75c { Iron (3) The Blacksmith
(Riley-Gaynor) Elsie Baker
Baa Baa Black Sheep (2)
(3) Bobby Shafto (4) Baby
Dear Olive Kline
18015 { Household Hints (2) Cattails
10 in. 75c { (3) Daffodils Olive Kline
Gingerbread Man (2) Jap Doll
(Riley-Gaynor) Olive Kline

- 17918 { Go to Sleep My Dusky Baby
10 in. 75c { (Dvorak-Kix) Victor Ladies' Trio
Rockin' Time (Knox)
Victor Ladies' Trio
17987 { Coronach (Schubert) ("Lady of the
10 in. 75c { Lake") Kline, Wheeler, Dunlap
Soldier, Rest (Kroeger) ("Lady
of the Lake") Kline-Baker
35576 { The Heavens Resound (Beeth-
12 in. \$1.25 { oven) Victor Oratorio Chorus
Prisoners' Chorus—"Fidelio"
(Beethoven) Victor Male Chorus



Victor XXV
\$67.50 special quotation
to schools only

When the Victor is not
in use, the horn can be
placed under the instru-
ment safe and secure
from danger, and the
cabinet can be locked to
protect it from dust and
promiscuous use by ir-
responsible people.

- 18123 { Come and Trip It (Handel) ("L' Allegro")
10 in. 75c { Raymond Dixon and Mixed Quartet
Haste Thee, Nymph (Handel) ("L' Allegro")
Raymond Dixon and Mixed Quartet
74465 { Listen to the Mocking Bird (Winner) (Bird Voices)
12 in. \$1.50 { by Charles Kellogg Alma Gluck
64539 { Birds in the Night (Lewin-Sullivan) Sophie Braslau
12 in. \$1.00 {
64424 { Who Knows? (Dunbar-Ball) John McCormack
12 in. \$1.00 {
74480 { Molly Darling (Hays) Evan Williams
12 in. \$1.50 {

Just off the press

New Revised Edition of "What We Hear in Music"

A Complete Course of Music Study for School and Home,
which should be in the hands of every Victor user.
One Dollar at all Victor dealers

For new Victor Educational Book-
lets, see your Victor dealer, or write
to the

Educational Department
Victor Talking Machine Co.
Camden, N. J.

Victor



Notes and Comment

State and National

The Exhibits of the Stockton Schools at the State Fair at Sacramento, have won recognition. The manual training exhibit was awarded a blue ribbon and a silver cup. The cooking and sewing exhibits were each awarded a gold medal. George Henry Jensen, director of industrial arts, who has been in charge of the exhibits, says: "The directors of the State Agricultural Society are to be congratulated on this new feature of the fair. It was a center of interest from the opening day until the close. In the afternoons it was difficult to get through because of the crowds. It is estimated that quarters two or three times as large will be required to house the exhibit next year. In fact, it would be a noteworthy achievement if a palace of education could be erected. Not only are the fair directors deserving of much credit, but also the Sacramento Board of Education and their representatives who gave unstintingly of both time and money to insure the success of this department."—(From the Stockton Independent, September 11.)

The Manual Arts High School, Los Angeles, is becoming a training school for supervisory positions. We learn from the Manual Arts Weekly that at the beginning of the present school year, seven of the faculty members were selected as principals or vice-principals in other schools. Mr. Fonda is boys' vice-principal, and Miss Sara L. Dole, girls' vice-principal of the Manual Arts High School; Miss Mary Putnam is vice-principal of Jefferson High; Mr. Fulton is principal at Jefferson High; Mr. Whitley is vice-principal at Lincoln High; Miss Carey is vice-principal at San Pedro; Miss Edith Hodgkins, member of the Board of Directors of the Council of Education, is vice-principal at Franklin High.

County Superintendent Nettie B. Harris, of Modoc County, offered to the teachers at the Institute held at Alturas, September 25, 26, 27, a program of special help to them in their regular work. One feature of this kind was the class work in Basketry, conducted by Miss Clara Barnheisel, who demonstrated

the use of native materials. Many of the county teachers took part, thus making the Institute of special value, among these being Miss Margaret Billeck, on Drawing; Mrs. Laura Wimberly, Picture Study; Miss Jessamine McGloin, Making a Standard for English. Prof. Wallace Hatch, of the University of California, spoke upon The Value of University Extension, School Exhibits and Vocational Guidance, and Visual Education. There was an excellent school exhibit. Awards of \$1.00 each were made to the pupils doing the most meritorious work, each teacher contributing 25 cents for this purpose. A Trustees' Institute was held one day of the session. Modoc County, under the able leadership of Superintendent Harris, is making marked advances.

Lassen County's Institute, under the able direction of Superintendent F. F. Brunhouse, on September 27, 28, 29, proved most helpful to the teachers assembled at Susanville. There were speakers from outside the county, including Hon. Job Wood, Jr., from the State Office, who spoke on Arithmetic, Language and Spelling, and who conducted demonstration classes. A special feature was the presenting of important subjects by members of the teaching corps of the county, including Mrs. Tira V. De Laney, O. F. Hawkins, Miss Ruth Halloran, Miss Katy Cook, Miss Opal Moody, David M. Durst, Miss Miriam J. Colcord, Mr. F. F. Woodmansee and others. There were evening entertainments and excellent music was furnished during the meetings. The Trustees of the county held a session during the first day of the Institute. Mr. Brunhouse is making great progress in Lassen County.

Announcements of Courses of Study have reached us as follows: Loose Leaf Manual for Elementary Schools, Imperial County; Intermediate School Course (Seventh, Eighth and Ninth Grades), Berkeley; Union High School, Puente; Sacramento High School; Santa Ana High School; Sacramento Junior College; Santa Ana Junior College.

English for Work or English for Leisure?

Lewis and Hosic's

Practical English for High Schools

(Just Published)

By William D. Lewis, A.M., Principal of the William Penn High School, Philadelphia, and James Fleming Hosic, Ph.M., Head of the Department of English, Chicago Normal College, Chicago. Managing Editor of "The English Journal." 415 Pages. Price, \$1.00.

Entirely free from moss-grown traditions, this freshly built textbook reaches the acme of efficiency in English training. It is the outgrowth of the new movement to distinguish between English for work and English for leisure. It emphasizes the actual things that interest boys and girls, and utilizes them in the development of the pupil's ability to speak and write with clearness, effectiveness, and with a reasonable amount of "good style."

The authors have kept constantly in mind the following principles:

1. That a textbook should be primarily a laboratory guide and not a treatise or an encyclopedia.
2. That the most important thing for a pupil to learn is not theory but a method of work.
3. That practice in expression has little value unless it grows out of a real situation and involves genuine personal experience and creative imagination.
4. That good speech and good writing are matters of habit and, therefore, are to be attained by the repetition of activities which enlist the interest of the pupil and call out his energies.
5. That much of the material in the books now in use in the schools is overmature, ambitious, and unrelated to the thoughts and lives of young people.
6. That, on the other hand, greater stress should be laid upon certain subject matter hitherto almost completely neglected; for example, social letters, business letters, newspapers, and magazines.

Practical English for High Schools prepares the pupil for the work of the world; it makes good English a part of his self-development.

American Book Company

New York

Cincinnati

Chicago

Represented by

D. J. SULLIVAN C. C. VAN LIEW
565 Market Street, San Francisco

L. E. ARMSTRONG
252 So. Spring Street, Los Angeles

Say you saw it in the Sierra Educational News

A Picture of the School Orchestra at the University High School, Oakland, Cal., appears in the new catalogue of Victor Records for school use, as also do pictures taken on the Exposition Grounds, San Francisco, and a picture of the Teachers Summer School, Berkeley, Cal. This catalogue may be had upon application at any of the Victor agencies. It contains a great fund of interesting information and many selections from classical and modern songs.

The September Issue of the American Penman contains a picture, the members of a class in penmanship at Chaffey Union High School, to whom diplomas were awarded for completing the course.

"Art Education," by Henry Turner Bailey, and published in the Riverside Educational Monograph series by Houghton Mifflin Company, has been translated into Japanese and is to be published and circulated throughout the Empire. Every teacher in this country should be acquainted with the little volume


Are You Teaching Agriculture in Your School? Enclose 10c postage stamps for samples of books helpful in teaching agriculture. Educational Department, International Harvester Company of N. J., Harvester Building, Chicago.

which treats of art in relation to the school. Mr. Bailey is the editor of the School Arts Magazine and Something to Do.

Government Positions for Teachers. All teachers should try the U. S. Government examinations soon to be held throughout the entire country. The positions to be filled pay from \$1200 to \$1800; have short hours and annual vacations with full pay. Those interested should write immediately to Franklin Institute, Dept. P 231, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

All Education Institutions, Clubs, Churches, Y. M. C. A.'s, or other organizations, having projecting machines, are requested to get in touch with the Educational Department of Henry Disston & Sons. This company publishes a list of educational films and other reading matter which is of value to those interested in education by motion pictures.

Teachers Using the Beacon Method can obtain a copy of the New Introductory Second Reader, "Animal Folk Tales," by writing to Ginn & Co., 20 Second street, San Francisco, and mentioning the Sierra Educational News.




Esterbrook

Jackson Stub #442

"Most popular stub pen made"

*Send 10¢ for box containing
12 most popular styles....*

Esterbrook Pen Mfg. Co.
86-100 Delaware Ave. Camden, N.J.



BOYNTON-ESTERLY TEACHERS' AGENCY

E. C. BOYNTON { MGRS.		CALVIN ESTERLY { MGRS.	
A. L. HALL		P. MALEY	
517 BROCKMAN BUILDING, LOS ANGELES		717 MARKET STREET, SAN FRANCISCO	
PHONES: BROADWAY 1919 HOME A1840		TELEPHONE KEARNY 5959	
ESTABLISHED BY E. C. BOYNTON, 1888. LONGEST, LARGEST, BEST SERVICE ON THE PACIFIC COAST			

New Editions of Popular Textbooks

Gregg Shorthand Manual

All the good features are retained but the work has been simplified and rearranged, making the teaching of GREGG SHORTHAND even easier than before. The reading and writing exercises are entirely new. The rules have been more simply worded and their application more fully illustrated. Teachers who have seen this edition are enthusiastic in their approval.

Bound in cloth\$1.50
Teachers' examination copy 1.00

Rational Typewriting

Enlarged to cover a more extensive course, but so flexibly arranged as to be equally well adapted to short courses. Its uniquely successful pedagogic principles have been followed and many new features added. Drills in Concentration facilitate keyboard mastery and Drills in Acceleration lay the foundation for high speed. Style Studies train students in the artistry of typewriting, which is further developed by drills in Original Construction Work. Speed Studies graded according to stroke intensity establish high-speed technique.

Printed in full-size type and
bound in cloth\$1.00
Teachers' examination copy .50

Write for examination copies to
Department SEN

The Gregg Publishing Co.

New York Chicago San Francisco

New York by Rail and Ocean

Fare same as all rail, but includes meals and berth on Ship. Take "Sunset Limited" via Sunset Route to New Orleans and there connect with Southern Pacific's splendid ocean liners, sailing Wednesdays and Saturdays to

New York

For Fares and Berth Reservations, Ask Agent

Southern Pacific

This Book Shortens Teaching Labor —Get Sample Free

Teachers have had more success teaching their pupils with the "101 Best Songs" than with any other song book. Its music is all in easy keys, it has songs that pupils really want to sing, and a wide range to choose from. No other song book would prove so helpful to you as the

101 Best Songs

Send for a free sample copy. We want you to judge its merits for yourself. 2,500,000 copies have been sold to teachers who have tried it and find it best. Send also for sample copy of "Beginner's Book of Songs," or "Everyday Song Book" (Popular Songs).

Only 3½c per Copy

All sold at same low prices, assorted as desired to help you get quantity rates. 3½c each in 100 lots, F.O.B. Chicago; 70c per doz., prepaid by mail. Less than 12 at 10c each, prepaid.

The Cable Co., 1210 Cable Bldg., Chicago

A Modern Rural School Plant, to meet the community needs and to serve as a proper training school for Normal School students, is the new Bullard School at Fresno. There is an auditorium, class rooms and laboratories for agricultural work, general science, manual training, home economics, etc. Every Normal School in the country should have such an auxiliary plant, particularly as students who expect to teach in rural schools should have opportunity of working under conditions applicable to rural communities. Miss Edith Rosendhal is the Principal. Professor C. L. Phelps of the Normal School is largely responsible for this new school.

The Department of Superintendence of the N. E. A. holds its next meeting in February, 1917, at Kansas City, Mo. Superintendent John D. Shoop of Chicago is President. There should be a large attendance from California, of City and County Superintendents, Normal School Presidents, members of Boards of Education and others. Boards of

Education should pay the expenses of Superintendents to Kansas City. In comparison with other states, California has not measured up in the matter of attendance at recent national meetings of the Superintendents.

The One Day Institute of Sutter County, held at Yuba City, September 22, under the direction of Superintendent Miss Lizzie Vagedes, was most successful. There were addresses, discussions of the manual by County Board members and teachers, and music and entertainment features.

Physiographic Features of Cache Creek in Yolo County is the title of an interesting monograph that may be used with profit in the geography class. It is issued as a University of California publication. The author is David M. Durst, Principal of the Susanville High School.

The High School Principals' Convention will be held at Riverside, on December 27, 28 and 29, with the Mission Inn as headquarters. Commissioner Wood has had considerable difficulty in finding a time acceptable to all principals, and one that would not conflict with some other important educational convention. This second annual convention is looked forward to with interest.

The Southern Section, C. T. A., to be held at Los Angeles, the week of December 18, promises to keep to the high standard set for these meetings. Later announcement will be made of the Eastern and local speakers to participate, and of the special events. President A. E. Wilson, Principal of the Manual Arts High School, Los Angeles, and Secretary J. O. Cross, Principal of Pasadena High School, together with their Executive Committee, are making every effort to have this one of the most worth while meetings in the history of our Association.

Send for the
Disston
twelve page booklet

**"Why a
Saw Cuts"**

Mailed Free

All who have read
it say its the best
article on the sub-
ject ever issued.

Henry Disston & Sons, Inc.
Philadelphia



Pantechnical Mfg. Co.

Manufacturers and Dealers in
**PHYSICAL AND SCIENTIFIC
APPARATUS**

3051 ADELINE STREET
Berkeley, California

Cornell Black Green Board

*The Most Sweeping Guarantee Ever
Made on Blackboard*

Cornell Black
Green Board is superior to all other writing boards.

The Cornell Wood Products Company, the largest organization of its kind in the world, is known everywhere for its success in producing a non-warping wallboard. Cornell Black
Green Board is made of this same material, specially treated for blackboard use. Read the guarantee.

**The surfacing of Cornell Black
Green Board will last
the life of the building. The Board itself is guar-
anteed not to warp, buckle, chip, crack or fall.**

We know Cornell Black
Green Board will wear. If we did not know it, our guarantee, one which no other manufacturer has even approached, would be an act of folly. But the strength and standing of the Cornell Company make this guarantee as sound as a government bond.

Ninety-four distinct and separate processes are required to surface Cornell Black
Green Board by the Cornell secret method.

- Cornell surfacing is waterproof—absolutely impervious to moisture. Consequently it can be washed without any of the ill effects which follow with other boards.

Cornell Black
Green Board is the only writing board made from start to finish under one roof. Every foot of it is manufactured under the rigid Cornell inspection, assuring consistent quality.

Write for Samples and Complete Information

Whitaker & Ray-Wiggin Co.
776 Mission Street San Francisco

Mfd. by Cornell Wood Products Co., C. O. FRISBIE, President
Chicago, Ill. Cornell, Wis.

Ginn and Company—the Textbook Publishers—have found that they can give a better discount and more prompt service to schools and book-dealers throughout the entire State of California by concentrating their business in San Francisco, rather than handle part of it through a depository in Los Angeles and part in San Francisco. Therefore, schools and dealers throughout California who want quick service, and the longest possible discount, should order Ginn and Company's books from them direct at No. 20 Second street, San Francisco.

The Los Angeles depository of this concern with Cunningham, Curtiss and Welch has been discontinued.

School teachers and school officials in Southern California who wish to see a complete line of the publications of Ginn and Company will find them on display at the new store of The Jones Book Store, 619 South Hill street, near Sixth street, Los Angeles. The Jones Book Store, in addition to this complete display of Ginn and Company's

publications, will endeavor to continually have on hand a good supply of the publications of this house, and will be glad to fill orders received from schools or dealers at a discount of 10 per cent from the publishers' list price.

Systematic Play (Pittsburgh Post): "Why won't you let your child play with my child? Ain't my child good enough to play with yourn?" "Plenty good enough, my dear madam. But my child plays exclusively under the Montessori system, while your child appears to play at random, so to speak; at least under no system that I have been able to identify."

"School Conditions in This End of the State," says Mr. J. D. Sweeney, of Red Bluff, "are rapidly undergoing a change for the better. With the establishment of intermediate schools, of junior colleges, and the erection of fine modern buildings, the section is coming into its own. From every quarter comes word of advance along many lines. So rapid is the growth of schools in some

MILLS COLLEGE

Suburbs of Oakland, California

THE WOMAN'S COLLEGE OF THE
PACIFIC COAST



The Camp

Entrance and graduation requirements equivalent to those of University of California and Stanford University. Strong standard departments leading to B. A., B. L., and B. S. degrees. B. S. degree granted in both Home Economics and Physical Education departments. Special opportunities for

library study, music, and art. Ideal climate. Particular care exercised for health of students. Out-door life, Christian influences. Undenominational. Spring semester begins Feb. 2, 1916. For catalogue address

Registrar, Mills College P. O., Calif.

New Spanish Texts

A Practical Spanish Grammar. \$1.00
By Fuentos and Francois, (Published September 13).

An Elementary Spanish American Reader
By M. A. De Vitis, (Ready in October).

A South American Historical Reader
By Edward W. Supple, (Ready in October).

Leyendas Historicas Mejicanas
By James Bardin, (Ready in November).

Spanish-American Commercial Reader
By Glenn L. Swiggett, (In preparation).

These books belong to the new *Macmillan Spanish Series*, edited by Professor Frederick B. Luguens of the Sheffield Scientific School, Yale University, for the use of secondary schools.

The Macmillan Company
565 Market St. San Francisco

The
BEACON LIGHT
is Shining in

BERKELEY, POMONA, REDLANDS, SAN RAFAEL,
SAN DIEGO, EUREKA, SANTA CRUZ, MODESTO,
OROVILLE, SAN MATEO, REDWOOD CITY,

and in more than

*50 other California Towns
and Cities*

Some of them are still using, to a certain extent, their old lighting system for the teaching of beginners to read but the Beacon System is steadily growing in popularity.

Special Offer

Any California second grade teacher whose pupils have read the Beacon Primer and First Reader may have for examination, *free of charge*, a copy of the new "Introductory Second Reader" of Animal Folk Tales, just off the press, by applying to the publishers and mentioning the Sierra Educational News.

Learning to read by the Beacon Method gives the children such a mastery over new words that it is difficult to find enough material properly graded from a phonetic standpoint.

This new book of Animal Folk Tales, beautifully illustrated by the famous artist, Charles Copeland, has been prepared by Supt. Fassett to meet this demand.

Ginn & Company, Publishers
20 Second Street, San Francisco

localities that the community is not able to keep up with the procession, so long has the old order existed. Better equipment, better tenure, longer terms, better pay to teachers, better results are coming in due time. Here's hoping!"

Former Superintendent Francis of Los Angeles was, previous to his departure for Columbus, Ohio, presented with a beautiful silver fruit dish, the gift of the teachers of the high and the intermediate schools. The piece was designed and executed by Mr. Douglas Donaldson of the Manual Arts High School.

Specifications for Textbook in Spelling is the title of special publication No. 6, issued by the State Board of Education. It carries an advertisement for an elementary school speller or spellers, and specifications for publishers and authors.

Exchange of Teachers, as being carried on by certain cities, is productive of excellent results. Portland, Oregon, is this year exchanging with North Attleborough and Melrose, Mass., and Cincinnati, Ohio.

The Trinity County Institute on September 19-21, under direction of Superintendent Miss Maude I. Schroter, was a decided success. The instructing staff included Messrs. D. R. Angsburg, Supervisor of Drawing, San Francisco Normal School; Harr Wagner and Job Wood, Jr. Mr. Angsburg conducted the classes and demonstrated methods of drawing; Mr. Wagner spoke on English and Literature; Mr. Wood handled the subjects of Arithmetic, Geography and School Finances. Music and entertainment features occupied a prominent place in the program.

In Kern County, September 22 was set aside as "Clean-Up Day." Directions were given for the improvement of the exterior and interior of buildings, the furniture, the yards, etc. Parents and residents of the neighborhood were invited to help in putting the school premises in readiness for the term's work.

Chico Has Tested the Law Which provides that teachers must be notified prior to June 10, if they are to be dismissed. Two teachers hold their places for the coming year because of this law. The board will ask them to resign as soon as possible.

The Executive Committee of the School Masters' Club of Los Angeles met in September to outline the undertakings of the Club for the year. The Club's first dinner of the season is to be held Saturday evening, October 14, in the newly completed cafeteria of Boyle Heights Intermediate School. The invited guests will be members of the Board of Education and the Superintendents. Dr. Albert Shiels, the new Superintendent of Los Angeles Schools, will be the chief speaker of the occasion.

Mrs. Van Nostrand, wife of Mr. L. Van Nostrand, Pacific Coast Manager for the Milton Bradley Company, died at her home in Berkeley, September 7, after an illness extending over many months. Mrs. Van Nostrand was a woman of rare intellectual attainments. Her influence on the home life, and her association with husband and children was ideal. She leaves scores of close personal friends, who extend to the family members their heartfelt sympathy.

The Business Educator,

COLUMBUS, OHIO

Is the Leading Penmanship Journal devoted to Handwriting and Commercial Subjects.

Penmanship Edition, 75c a year

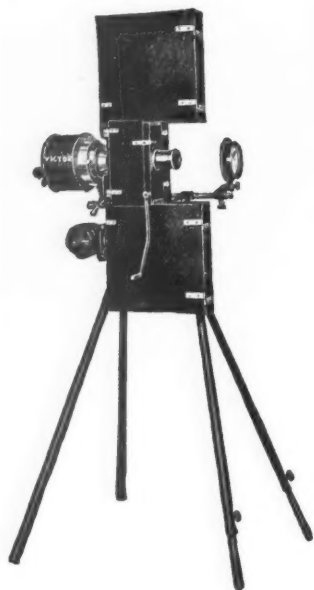
Commercial Edition, \$1.00 a year

Special terms to club raisers and agents or teachers who wish to solicit subscriptions. Single copy 10 cents.

ZANER & BLOSER CO., *Penmanship Publishers*

Columbus, Ohio

Model 2 Victor Animatograph



The Aristocrat of Picture Projectors

New All-Purpose Motion Picture Projector The Model 2 Victor Animatograph For Standard Film and Standard Slides

Projects Rock-Steady, Brilliant, Flickerless Images. The only standard quality motion picture machine that is portable, low in price, reliable, and guaranteed satisfactory in any class of service.

School equipments for universal service, in class room and auditorium.

Write for prices and trial terms.

Victor Animatograph Co.

183 Victor Bldg.

Davenport, Iowa, U.S.A.

(Manufacturers of the old Reliable Victor Portable Stereopticon and Victor Lantern Slides.)



The New Weber Steel Movable Desk No. 89
Efficient—Serviceable—Non-Capsizable

The New Weber Steel Movable Desk

Especially designed and constructed to overcome the many objectionable features present in some, yet retaining all the good features of earlier models.

Top, adjustable in height, with forward and backward adjustment, and with tilting top.

Legs are made of cold rolled steel tubing, giving maximum strength.

Feet are formed from the end of the tubing (not separate) and are equipped with silent domes, making it easy to slide the desk.

Framework is built entirely of steel electrically welded into one solid frame.

Drawer for books constructed of steel.

Non-Capsizable. Feet spread over large floor area, making it almost impossible to upset the desk, thus eliminating danger in case of fire panic.

Maple mahogany finish. Metal parts black gun metal enamel.

C. F. Weber & Co.

365-367 Market St. San Francisco
222-224 So. Los Angeles St. Los Angeles

100 W. Commercial Row Reno, Nevada
124 W. Washington St. Phoenix, Ariz.

Say you saw it in the Sierra Educational News

The Bureau of Visual Education of Los Angeles county has devised a plan for the use and maintenance of visual education equipment on a cooperative basis. By this plan much valuable material may be kept constantly in use, instead of lying uselessly in storage the greater part of the time. In addition to the equipment now in possession of the districts, new apparatus will be added as needed. The County Board of Supervisors is to be asked for an annual appropriation of \$3,000.

The Northern Section, C. T. A., will hold its meeting at Marysville, October 30 to November 3. A strong program is being prepared by Mr. Edward Locher, Principal of the Maxwell High School, and Secretary H. G. Rawlins of Willows. Mr. Locher, as Vice-President, is assuming the duties of President, owing to the resignation of Paul G. Ward, whose duties incident to the completion of the new high school at Red Bluff, has made this additional work impossible. Several counties will participate in the meeting.

Mr. Harr Wagner has taken over the publications of the Whitaker & Ray-Wiggin Company, at 770 Mission street, San Francisco, and will conduct the business at that location. This purchase includes the books, contracts and plates of a number of important publications and represents the works of several well-known educators and authors. The firm will be conducted under the title of Harr Wagner Publishing Company.

The Fresno Normal is housed in its new building. Central California has now one of the most complete and modern Normal School buildings in the country. From small beginnings, progress has been made, step by step. Caution and deliberation has marked the development of the work, and the building and equipment is the result of study of the best throughout the country. The building will soon be dedicated with appropriate ceremonies. President C. L. McLane and his excellent faculty may well be proud of their work.

Waterman's Ideal Fountain Pen

From childhood in school to the leading instructors and professors of the world—all find Waterman's Ideals a necessary convenience for writing with promptness and ease.

At the Best Stores

L. E. Waterman Company

New York, N. Y.

As long as Waterman's Ideals last and wherever they go we continue our interest in their service. Avoid substitutes.



PROTECTED!

All the way to
Sacramento

By Automatic Block Signals

Fast Electric Trains

Direct to

Marysville, Colusa, Oroville
and Chico

Observation Cars

Oakland, Antioch & Eastern
Railway

San Francisco Station: Key Route Ferry

Hollywood High School last spring organized a boys' Cosmopolitan Club, with the aim of furthering internationalism. The ideals and policies of the Club met such a favorable reception, that at the meeting for reorganization this fall, three times as many came into membership as in the spring term. It is planned to hold a foreign dinner once a month, the significant feature of which is to be a speech by a representative of the nation whose menu is served. The initial dinner of the year is to be Spanish. Mr. Frank Domingez is announced as the speaker.

The Funeral of Mrs. L. L. Evans, wife of Principal L. L. Evans, of Ripon High School, was held September 16, at Ripon. Mrs. Evans was a daughter of Mr. Glidden, a former teacher of Stockton. During her four years' residence in Ripon she had made many friends, and her loss will be felt by the community. Mr. Evans, who is known throughout the state, and particularly in Southern California, has the sympathy of hosts of friends.

New Adoptions by The New York Board of Education

For 1917-1919

SPANISH

MacDonald's Spanish Commercial Reader	\$1.00
MacDonald's Spanish-English and English-Spanish Commercial Dictionary	1.50

SHORTHAND

Pitman's Shorthand Dictation Instructor	\$.85
Pitman's Shorthand Dictionary.....	1.50

TYPEWRITING

Advanced Typewriting and Office Training	\$.40
--	--------

Write for specimen pages

Isaac Pitman & Sons
2 West 45th Street, New York

Laughlin

Non Leakable—Self Filling

Fountain Pen

*No Extensions to "remember"
No Locks to "forget"*

The Pen without the trouble

Guaranteed absolutely non-leakable—pen and feed kept moist and primed, insuring a free, uniform flow of ink, instantly upon contact with writing sheet.

May be carried in any position in pocket or bag without possibility of leaking or sweating.

Every pen guaranteed satisfactory to the user—or money refunded—size illustrated in this advertisement.

\$2.50 by mail
prepaid

to any address—plain black, chased or mottled as desired.

It is not necessary to write us a letter, simply enclose \$.50 and a slip of paper containing your name and address and we will mail the pen by return mail.

Send us the name of your dealer, that you asked to show you a Laughlin Non-leakable Self-filling Fountain Pen, and we will send you free of charge one of our new Safety Pocket Fountain Pen Holders.

It is not required that you purchase a pen to get this Safety Holder, we simply want the names of dealers who do not handle this pen, that we may mail them our catalogue. Address

Laughlin Mfg. Co.

281 Wayne Street
Detroit, Michigan



Say you saw it in the Sierra Educational News

The Dedication Recently of a New One-room School building in Nuestro District, Sutter County, was celebrated as an event. Superintendent Miss Lizzie Vagedes and the Trustees prepared a program participated in by Hon. Job Wood, Jr., Superintendent G. V. Whaley, of Vallejo, and local talent. There is fully as much cause to attach importance to the opening of a country school of one room, as of a city high school costing \$500,000. Let us hope the increase in interest in the rural school problem will soon result in much needed improvements in this phase of educational endeavor.

In the Proceedings of the California High School Teachers' Association, published in August, there appears on page 123 an article by Dr. Kuno Francke of Harvard University, entitled Recent Discoveries Concerning the Conclusions of Goethe's Faust. In this able presentation by Dr. Francke there crept in a number of minor errors, these due to no fault of the author. Regret is expressed by all those concerned that the article as published was not exact in all details.

The American School Peace League announces its peace prize contest. Two sets of prizes are offered for the best essay on one of the following subjects: What Education Can Do Toward the Maintenance of

Peace, and The Influence of the United States in the Adoption of a Plan for Permanent Peace. The first is open to seniors in Normal Schools and the second to seniors in Secondary Schools. Three prizes of \$75, \$50 and \$25 will be given for the best essay in each set. Essays must not exceed 5000 words. Contest closes March 1, 1917. For information, address the Secretary of the League, Fanny Fern Andrews, 405 Marlborough street, Boston.

In the Peace Prize Contest of last year, made under the auspices of the American School of Peace League, the first prize (\$75) in the Secondary School set was won by Miss Margaret E. Buell, Santa Paula High School; the third prize (\$25) was won by Miss Gladys E. Murphy, High School, Napa. Announcement of the conditions of the contest was made in the columns of this magazine. See this issue for announcement of the contest for 1917.

The American Penman publishes in September a group of photographs of the winners of the certificates of proficiency in penmanship, at the Chaffey Union High School, Ontario. Thirty-nine students qualified.

Colusa Will Build a New \$65,000 grammar school. Architect Weeks, who has constructed many of the finest school buildings of the state, has charge of the construction.

DIPLOMAS

Before you place your orders for Diplomas for the coming graduation, see our samples of Steel Engraved Diplomas printed on first quality selected sheepskin, enclosed in silk lined leather portfolios. The handsomest and most practical diploma on the market. Samples on request.

Pacific Engraving Company
627 South Broadway Los Angeles, Cal.

The Oakland Bank of Savings

The Oldest and Largest Bank in Alameda County

Resources Over \$24,000,000.00

COMMERCIAL, SAVINGS AND TRUST—SAFE DEPOSIT VAULTS

Broadway at Twelfth Street, Oakland, Calif.

Say you saw it in the Sierra Educational News

The Gregg Writer begins its nineteenth year in a new and attractive typographical dress, but in the attainment of mechanical excellence the content has not been neglected. The widespread popularity of this publication has been won by painstaking devotion to the interests of the stenographer, the commercial teacher and the cause of commercial education in general. Every number contains an abundance of material that is of immediate practical value to the teacher or writer of shorthand.

U.S. Government Needs Teachers

For Indian School Service and other places, (men and women), aged 21 to 50, \$600 to \$1400 yearly. Permanent position, beautiful locations, free living quarters, annual vacation, interesting work. If you want one of these places write me immediately for particulars.

C. J. OZMENT, 40T

St. Louis, Mo.

Write Photoplays

\$25 to \$300 each paid. Experience or correspondence course not necessary. Details FREE to beginners. Producers League, 398, St. Louis, Mo.

Redding High School has adopted a junior college course. An agricultural course has also been added to the regular high school course.

The South San Joaquin Community Fair at Ripon, September 15-17, was a great success. There was shown the products of the fields, stock farms, trees and vines, etc. The idea should be developed to include the products of the school, home and shop, and should spread throughout the state.

At Yreka, on September 5, 6, 7 and 8, there was held the Siskiyou County Institute, under direction of Superintendent W. H. Parker. There were a number of Instructors, including Commissioner McNaught, of Elementary Schools; Prof. Wallace Hatch, University of California. Miss Mary Ward and Mrs. Mary McCauley, State Normal, San Francisco; Miss Martha Trimble, State Normal, San Jose; Miss Bessie B. Silverthorn, County Librarian; Mrs. E. L. Van Dellen, Yreka; Miss Ingels, State Board of Control, and a number of local teachers. There were able demonstrations of individual in-

The Perry Pictures



The Angelus

Feeding Her Birds

The Gleaners

(The One Cent pictures are 15 to 20 times as large as these pictures)

ONE CENT EACH FOR 25 OR MORE. POSTPAID. Assorted as desired. 2250 subjects.

Smaller, HALF CENT SIZE. Larger, SEVEN CENT SIZE, 10x12, 5 for 35 cents.

Order Bird Pictures in Natural Colors Now

for FALL BIRD STUDY. Price, 2 CENTS EACH for 13 or more. Size 7x9.

Decorate Your Schoolroom Now with the Large Pictures for Framing

Size 22x28, including the white margin, 90 CENTS EACH; 10 for \$8.50. Send 90 Cents for The Gleaners or the Angelus or The Mill or Sir Galahad. The above beautiful picture "Feeding Her Birds," size 14 by 17, no white margin, for 75 cents.

Catalogues Our 64-page Catalogue of 1600 miniature illustrations, 2 Pictures, a Bird Picture in natural colors and (for the present) a SEVEN CENT PICTURE on paper 9 by 12 inches for FIVE TWO-CENT STAMPS.

(Please do not send for the Catalogue without enclosing the stamps)

The Perry Pictures Company

Box C, Malden, Mass.

AWARDED FOUR
GOLD MEDALS

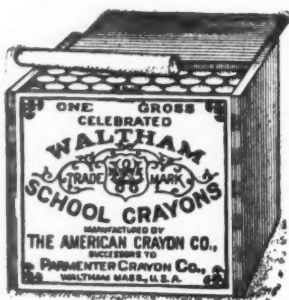
A patron writes: Allow me to say that you are doing a valuable service especially to the younger people by your excellent publications.

Do not Forget the Teachers' Resolution (See Sept. Num.)

Say you saw it in the Sierra Educational News

BEST IN 1835

BEST IN 1916



Absolutely free from grit.
Marks as white as snow and as smooth
as velvet.

Distributed by

H. S. CROCKER & CO.
San Francisco

C. F. WEBER & CO.
San Francisco and Los Angeles
SCHWABACHER, FREY STA. CO.
San Francisco

SANBORN, VAIL & CO.
San Francisco

Do Not Wait

*until the last minute to order
your material for Holiday work.
Write now for circulars describ-
ing Calendar Pads, Christmas
Cards and Seals, Trufant Mot-
toes, Cards for Illumination,
Color Material, Water Colors,
Bristol Boards, Mounting
Boards, Pictures, Cutouts, etc.*

*Order while the stock is com-
plete.*

Milton Bradley Co.

20 Second Street, Near Market
San Francisco

WESTERN VENETIAN BLINDS

For School-room Windows

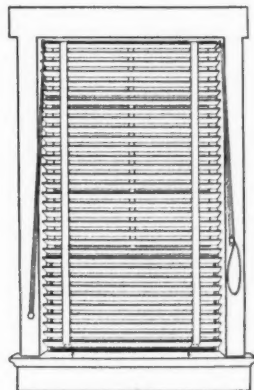
Guaranteed Twenty Years

They're guaranteed by the makers to give twenty years efficient and satisfactory service in regulating and controlling daylight and ventilation.

They make possible an adjustment of light to the exact intensity required, which is impossible by other window-shading devices.

They're less expensive in the end.

Ask us for a specimen copy of the Twenty-Year-Guarantee and also for our illustrated booklet.



MANUFACTURED BY

Western Blind and Screen Co.
2700 Long Beach Ave., Los Angeles, Cal.

C. F. WEBER & CO., Selling Agents

SAN FRANCISCO

LOS ANGELES

RENO, NEV.

Say you saw it in the Sierra Educational News

struction by Miss Ward. The work of Miss Trimble in school room decoration and in reading was excellent. Mrs. McCauley in Music, Mrs. Van Dellen in Basket Work, and Miss Ingels in School Nursing, were well received. Miss Silverthorn is doing very superior work as County Librarian. Mr. Hatch spoke upon Visual Instruction and Mrs. McNaught upon the Rural School. The symposium on important educational problems participated in by local teachers was one of the most profitable portions of the program.

Teachers Having Ideas of Interest to give are asked by The Middle West School Review to send them for publication in an Open Forum, for the discussion of questions of value to teachers. This is an excellent idea. The Sierra Educational News will always welcome any suggestion, question, criticism or brief discussion of a vital educational matter. Interchange of ideas amongst our readers is of the greatest value. Let us hear from you.

Auburn Will Do Away With the High School study hall. Classes will have a study period after each recitation at which time the work for the next day will be studied under direction of the instructor.

Announcement

ISAAC PITMAN & SONS TAKE
PLEASURE IN ANNOUNCING THAT
DURING THE YEAR 1916-1917
ONLY THE ISAAC PITMAN SYSTEM
OF SHORTHAND WILL BE TAUGHT
IN COLUMBIA UNIVERSITY.

*Send for a copy of "WHY"
and particulars of a free
correspondence course for
teachers.*

Isaac Pitman & Sons
2 West 45th St. New York City

"ELDORADO!", said Miss Grace, "I have found it. It makes my work ever so much easier. If my sister teachers knew of how much comfort there is to be found in the use of the seventeen perfect gradings of

DIXON'S
ELDORADO
"the master drawing pencil"

no other pencil could ever find favor with them."

Sold at 155 Second St. San Francisco, by the
Joseph Dixon Crucible Company

Made in JERSEY CITY, N.J., by the
JOSEPH DIXON CRUCIBLE COMPANY



Established 1827



Say you saw it in the Sierra Educational News



Extract from Diploma of Awards
PANAMA-PACIFIC EXPOSITION

"The International Jury of Awards has
conferred a

Medal of Honor

upon

Binney & Smith Co.

NEW YORK

FOR SUPERIOR QUALITY OF ALL BRANDS
CRAYONS AND CHALKS"

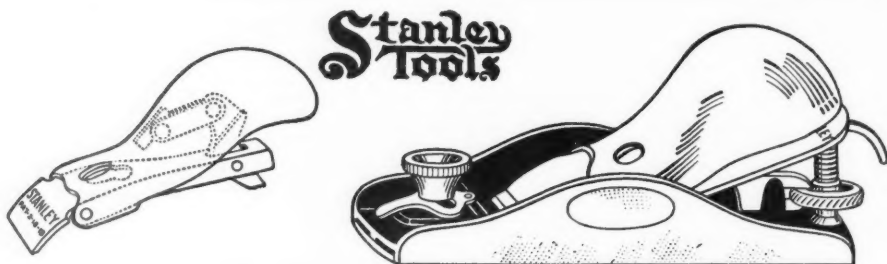
[Higher than a Gold Medal]

Crayons

WAX — PRESSED — PASTEL

in paper or metal boxes, in col-
ors and assortments to meet
requirements.

SEND FOR SAMPLES



Stanley Knuckle Joint Block Planes

The new all-steel non-breakable lever with which these
Planes are now fitted, is making them very popular for
Manual Training work.

Instructors like them. Students like them. At most
Hardware Dealers. If not at yours—write us direct.

Manufactured by

STANLEY RULE & LEVEL CO.
NEW BRITAIN, CONN. U.S.A.

Say you saw it in the Sierra Educational News

Mexico is Progressing Educationally.—

The Secretary of Public Instruction has issued a circular calling the attention of all heads of families to the fact that they are under legal obligation to send their children to school regularly under penalty of punishment. One of the first steps of the Constitutionalists in the State of Coahuila, taken during the early strenuous days, was the issuance of a decree forbidding the employment of children under fourteen in factories, etc., establishing compulsory education, and providing industrial training for men and women desiring it.

Speech Defects are to be handled by the San Francisco Board of Education. There has been employed an expert, Mrs. Mabel Gifford, to take charge of the correction of defects in speech among school children. Mrs. Gifford conducted clinic classes last term at the Affiliated Colleges and at the Mission Grammar School. The improvement in stuttering, stammering, lisping, etc., was very marked in the case of all those who attended her classes. There will be five centers in the city and Mrs. Gifford will spend the forenoon of a day at each of these. Parents from the neighboring schools are requested to be present during the lessons so that they may co-operate with this training at home. A teacher will also be present from each school who will learn the meth-

ods applied by Mrs. Gifford and can take such instruction back to the school. Thus the home, the expert and the school will co-operate in this work. Children who go to Mrs. Gifford once a week will have similar training at their school during the other four days of the week. Many people leave school early because greatly embarrassed by the handicap of defective speech. Their success in life is greatly marred by such defect. Most of these faults of speech yield very readily to correct treatment, but it must be the treatment of an expert. This branch of education has long been neglected. San Francisco is the first city west of Chicago to employ an expert for this work.

In the Death of Chauncey Frank Newkirk, head of the Educational Department and Director of Rand McNally & Co., the Company not only, but the educational world, suffers a distinct loss. Mr. Newkirk died at his home in Chicago on September 18. For many months he has not been in the best of health. It was largely through his efforts that in the past few years, Rand McNally & Co. has made for themselves an enviable place in the school publication field. He was known to us personally, and we, with thousands of men and women throughout the country, learn with keen regret of his death.

"Status and Value of Music in Education," containing three years' research study in Columbia and the Nebraska University, by Rose Yont, for doctor's degree. The book includes a national survey of music in the public schools, normals, two hundred colleges, psychological research, municipal and settlement work, private music study, closing with a complete public system from first grade through the university. Extracts from *Middle West School Review*: "One of the most extensive and brilliant theses—full of brilliant conclusions and strikingly original. A real contribution to the educational field." **Woodruff Press, corner Tenth and Q Streets, Lincoln, Nebraska. Paper, \$1.60; cloth, \$2.10, prepaid.**

Bids Wanted for Textbook in Spelling

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbook:

A speller or spellers for the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Room 706 Forum Building, Sacramento, on or before December 1, 1916.

Bids for the sale or lease of such rights, enclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbook in spelling," may be submitted on or before the hour of 4 o'clock p. m. of December 1, 1916.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

EDWARD HYATT, Secretary

**STATE BOARD OF EDUCATION,
Sacramento, California.**

The U. S. Bureau of Education has inaugurated a national correspondence school which already numbers its pupils by the tens of thousands. A number of reading courses have been outlined and the Commissioner of Education promises a certificate to those who submit satisfactory evidence of having completed any one of these courses. The courses now ready for distribution are: The Great Literary Bibles; Masterpieces of the World's Literature; A Reading Course for Parents; Miscellaneous Reading for Boys; Miscellaneous Reading for Girls; Thirty Books of Great Fiction; American Literature.

The Next Meeting of the California Association of Teachers of English will be held in San Francisco, Saturday, October 28th, at 1:45 p. m., in the auditorium of the John Swett School, on McAllister street, near Gough. The topic for discussion will be "The Course of Study in English for Technical Schools." The Committee of Seven, Mr. A. J. Cloud, chairman, has been working for the past year on this subject, and will present its conclusions for action of the Association. Owing to the rapid increase of technical schools and the wide-spread demand for better results in oral and written speech, the subject is one of great importance. All interested, either directly or indirectly, are cordially invited to be present and take part in the discussion.

Ginn and Company, formerly of 29 Beacon street, Boston, have removed their offices to 15 Ashburton Place, Boston. The removal is necessitated by the extensions to the State House. The new location is central. A cordial invitation is extended by Ginn and Company to all readers of this magazine to visit them there.

Sacramento Opened the Junior College with a large attendance. Within a few days the enrollment was forty.

The New Red Bluff High School will soon be ready for occupancy. A course in advanced cooking has been introduced for the coming year.

The Manual and Course of Study of the Stockton High School is at hand. The publication is of more than usual interest owing to the excellent photographic reproductions of exterior and interior of buildings.

The Institute of San Mateo County was held in San Mateo on October 2, 3 and 4. Some interesting and unusual features were prepared for the teachers by County Superintendent Roy W. Cloud.

At Napa, on October 2, 3 and 4, occurred the annual institute of Napa County. The program, which was prepared by County Superintendent Miss Lena A. Jackson, included addresses and discussions by Lee Emerson Bassett, of Stanford University, Professor C. E. Rugh of the University of California, Miss Alice Hunt of Alameda, A. B. Anderson, San Francisco Normal School, Harr Wagner, Professor Knowles of the University of California, who spoke in the absence of Arthur I. Street of the University. Mrs. Hyatt offered appropriate words of greeting at the opening of the institute. Honorable Edward Hyatt, Superintendent of Public Instruction, spoke upon the Ford School at Detroit. Sedley C. Peck of San Mateo High School presented the claims of the California Council of Education. There was most appropriate music throughout the sessions, and, altogether, the institute was a most profitable one.

The Manual Training Magazine and Vocational Education, heretofore published at the Manual Arts Press, Peoria, Ill., are now merged under the inclusive title of Manual Training and Vocational Education. No teacher of industrial education, manual training or vocational education in any of its branches, should be without this magazine, and it should, as well, be in the library of every school.

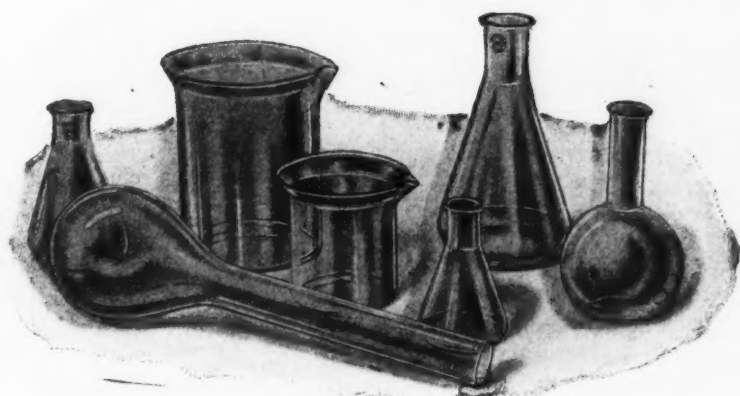
The California State Board of Health, in its monthly bulletin for September, discusses the matter of typhoid in the oil fields, and shows how the epidemic is driven out. The work of the visiting nurse is given large prominence in this bulletin. The photographs and story accompanying them furnish a splendid object lesson for use in the school. The publication may be used to advantage in the classes in hygiene.

The Solano County Institute was held at Rio Vista in the high school building, October 2, 3, 4 and 5. Superintendent Dan H. White provided a program of unusual interest.

THE BRAUN CORPORATION

LOS ANGELES

American Laboratory Glassware



MADE IN U. S. A.

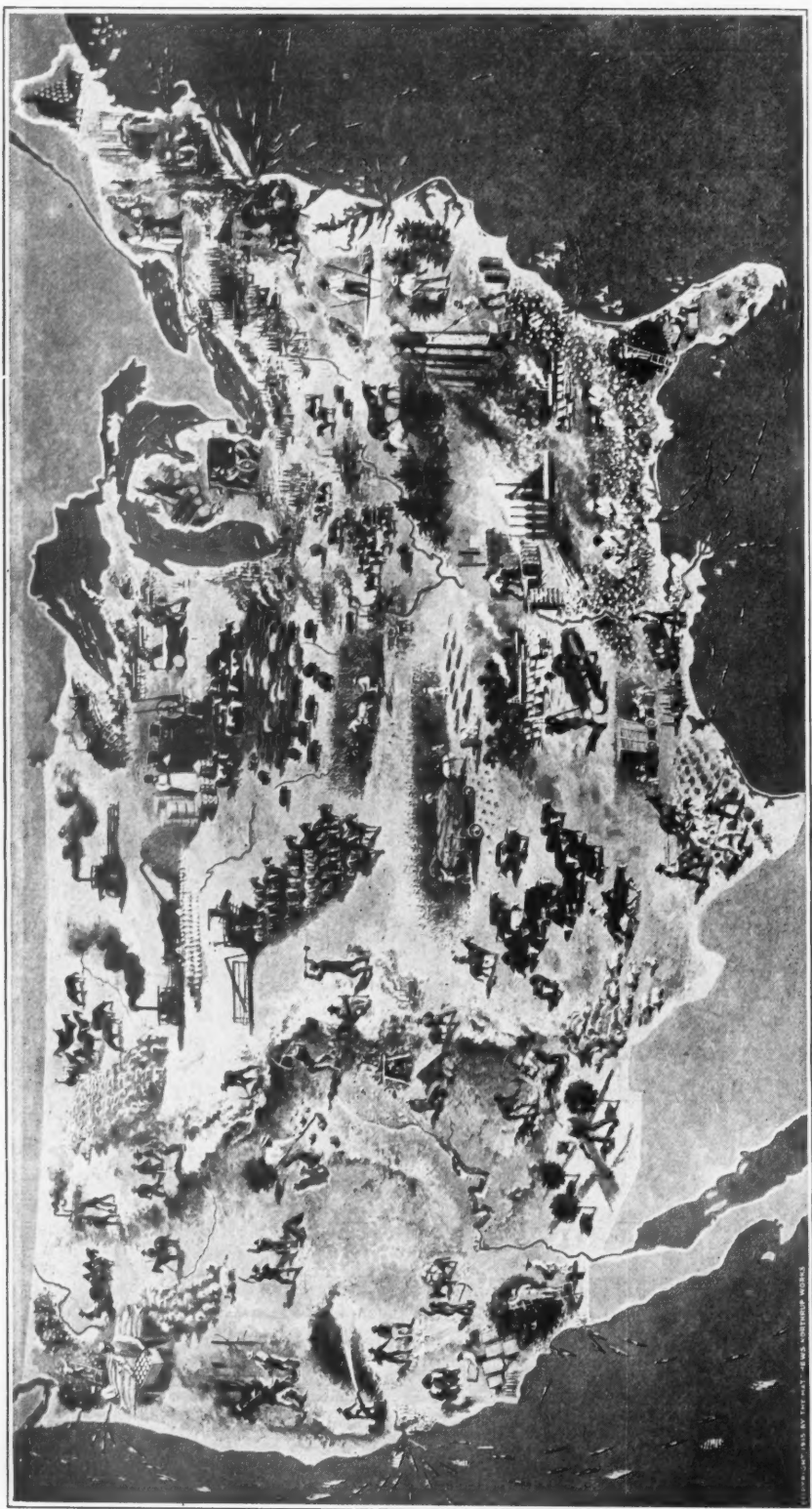
*We carry large stocks of
the leading recognized products
Send for special bulletins*

Physical — Chemical — Biological

BKHC.
BRAUN-KNECHT-HEIMANN-CO.

SAN FRANCISCO

Say you saw it in the Sierra Educational News



COLORED RESOURCE MAP OF THE UNITED STATES. (Reduced Size. Full Size 9x16 Inches)

This picture artistically colored, illustrates the resources and industries of our entire country. The bright blue oceans, the green forests, the white flecking of cotton fields, the rich reds of cattle and horses, and the clear Aples yellow boundary, combine to attract the eye, while the human interest of the pictures rivets the attention. This small cut in black and white gives you no adequate notion of the beauty and utility of the colored map. The colored map is a masterpiece of art and science, and is a most valuable addition to any library. It is a most interesting and useful book, and is a most valuable addition to any library. One extra free, included with class order for twelve or more. Price per hundred, express or postage paid, \$3.85. The World's Chronicle, 544 S. Dearborn Street, Chicago, Ill.

Start Your Boys Right

Furnish them the same Machines as are used in the industries
—Don't give them a lot of toy machines to play with

The secret of the success of our No. 20 Saw Bench in the
Ockley Green School is well comprehended in the above

SCHOOL DISTRICT No. 1

Portland, Ore., March 7, 1916.
American Wood Working Machinery Co., Portland, Ore.

Gentlemen:

Yours of recent date received. The No. 20 Saw Bench the Board purchased of you for use in our Pre-Vocational Shop is giving perfect satisfaction in every respect.

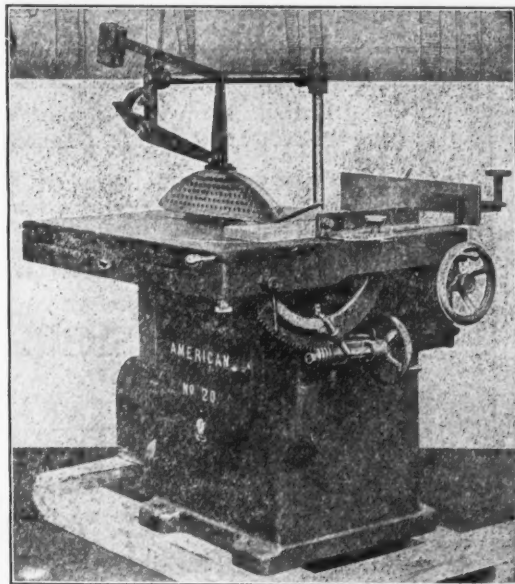
The feature that attracted me most favorably was its solid construction. Most makers of Manual Training machines seem to have the idea that because a boy is going to operate it the machine must be light. On the contrary, I find the more solid and substantial machine much safer and much more accurate.

I have certainly worked our table to the limit both extra heavy and extra light duty.

The safety devices have been noticed very favorably by all who have seen it in operation, Mr. Hoff, our factory inspector, having sent men from other shops to see it.

As a practical man I highly recommend it to all Manual Training men who want a perfectly constructed machine, absolutely safe and always ready for duty. Yours truly,

E. J. BURROUGHS, Supervisor,
Ockley Green School.



No. 20 Universal Saw Bench

American Wood Working Machinery Company

Western Sales Office, 525 Market St., San Francisco, Cal.
Executive Office, 591 Lyell Ave., Rochester, New York

Say you saw it in the Sierra Educational News

To Restore Vitality

—the phosphatic elements of which nerves, brain and blood have been deprived, must first be renewed

Nervous energy, mental power and physical vigor depend largely upon the supply of phosphatic salts in the bodily cells and tissues. When these elements are depleted by over-work, mental strain, or protracted illness, the vitality is lowered—the nerve and brain force impaired. The phosphatic elements must be replaced, in order to regain health, strength and energy. For this purpose, Horsford's Acid Phosphate is an effective medium, pleasant to take, readily assimilated and highly beneficial. It contains no alcohol—no habit-forming drugs.

Horsford's Acid Phosphate

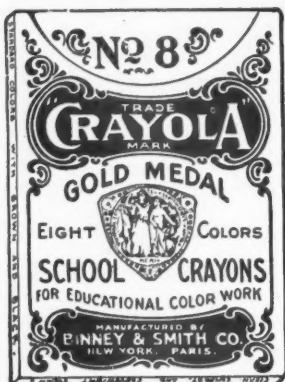
restores the phosphates necessary to strength and activity

Sold by Druggists Send for Free Booklet

RUMFORD CHEMICAL WORKS

Providence, R. I.

F-46 6-16



Extract from Diploma of Awards
PANAMA-PACIFIC EXPOSITION

"The International Jury of Awards has conferred a

Medal of Honor

upon

Binney & Smith Co.

NEW YORK

FOR SUPERIOR QUALITY OF ALL BRANDS
CRAYONS AND CHALKS"

[Higher than a Gold Medal]

Crayons

WAX — PRESSED — PASTEL

in paper or metal boxes, in colors and assortments to meet requirements.

SEND FOR SAMPLES



Say you saw it in the Sierra Educational News